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ABSTRACT

This handbook is designed to help parents help their children learn to read and to deal successfully with school tasks. It contains suggested activities and games, many of which can be made at home. Suggestions are also given for how to make reading an easy, pleasant task instead of a difficult tiring one. Suggestions are offered for children of all grade levels, from preschool (readiness) through secondary. A special reference section lists children's books and periodicals, games to improve particular skills, books for younger children, and useful materials to save. This handbook might be helpful to reading and resource room teachers as well as to parents. A separate volume, the instructor's manual, provides PASS program goals and implementation strategies. (BP)

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PARENTS AID SCHOOL SUCCESS

PARENTS HANDBOOK

ED143905

MARION COUNTY

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The Marion County School Board wishes to express its appreciation to all the individuals who contributed to the preparation of the Parents Aid School Success Program.

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September 5, 1975

Dear Parents:

Welcome to the PASS Program - Parents Aid School Success - this we sincerely believe!

In order to have a quality education program for your child, we need your involvement. This program will introduce you to many activities and ideas for extending your child's learning opportunities into his home and everyday life. You will enjoy the success and reap the benefits that you and your child will experience from your cooperative efforts.

Much planning and enthusiasm from talented individuals have gone into initiating this program. I, as Superintendent of Schools, believe you are the key to making the PASS Program a success. Let me say thanks to you the parents for taking the time to further your child's education.

Sincerely,

Wm S. Fish

William S. Fish
District Superintendent
Marion County Schools

WSF/am

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Dear Parent,

You are the key to your child's success in school! With your help and encouragement your child will want to learn and will be better prepared to handle school tasks.

An adventure lies ahead for you and your child. You will be helping him learn to talk, to read, to develop new ideas, and to learn new facts. Together you can explore the world of learning that surrounds you at home. The things that a child learns in school are of course very important, but in this handbook you will find fun and interesting activities and games that you and your child can enjoy doing together at home, in the car, on a trip or wherever you have a few moments together.

When your child sees that you are interested in his learning are eager to be involved, he will want to learn more and work harder. Your family may become even closer as you spend more time together. As a parent you have an advantage over the classroom teacher who has many children to help and a time schedule to follow. At home you can relax and have fun while learning.

We hope that doing these activities together will be a rewarding experience for your entire family and that you will continue to find this handbook useful throughout the years.

Good Luck,

Your P.A.S.S. Instructor

"What is Reading"

As you are reading this page you are using mental, physical, and emotional skills that are quite complex. Adult readers are often not aware of the many facets of the reading process or what it really takes to learn to read from the beginning.

First of all, reading involves physical action. The eyes must move across the page and focus on individual symbols found there. Ears are called upon to hear accurately and distinguish sounds in words. Muscles are used in holding the book, moving the mouth, tongue, throat, and lips to form the words orally and produce speech. The head and hands move to the needs of the reader.

Mental skills are needed to learn the code that is formed by our alphabet as letter sounds blend into words which form sentences that become paragraphs with meanings to be understood. Sounds and symbols and their represented ideas must be associated so that what is read or decoded makes sense to the reader.

Finally experiences and personal feelings or emotions are related to or triggered by what is read so that the reader enjoys and reacts to what words and ideas he reads. Without this personal relationship to what is read, reading is a purposeless coding exercise.

Never underestimate the complexity of learning to read. You can be very proud of yourself for having mastered the complex skills needed to read well. You also now better understand what children go through as they climb the "Ladder of Reading Development".

Encourage and praise your child all along the road to his reading skills. Reading is not as easy as it looks.

I. INTRODUCTION:

In order to help your child improve his attitude and reading skills you must develop a comfortable atmosphere for working with him.

You might want to start out by explaining to him that you are going to be learning some fun games that the family can play to help them learn. One of the things you'll be learning is how to read or how to read better.

Sometimes reading seems more fun if the child thinks of it as a code for writing down what he says. Point out that reading is someone's "talk" written down. Show him that you can write the words that he says. If he wants to learn to read these words then he can use our alphabet code. The letters all have sounds which can be put together to make words. Words then are strung together in sentences to make ideas that have a meaning.

All children can talk, even quite young children. Here then is where to begin -- with words! Develop your child's vocabulary storehouse of words in as many ways as possible. Give him words for the things and feelings he experiences everyday.

Make the times you spend together as informal as possible. Your child will not be eager to learn with you if he is tired or taken away from his favorite T.V. show. Try to avoid a strictly enforced "school-like" situations. Rely on your imagination and encouragement to make these fun times that will be looked forward to by all of you.

It is a good idea to set up a "Learning Corner" somewhere in your home where you will keep this handbook, some crayons, pencils, paper, books, and so on in an old shoebox or drawer. Your child will value this special place and keep the games you make together there to use over and over again.

On the next few pages are some general reminders and ideas to get you started with your child.

II. Reading is one of the most important skills your child will ever learn! He will need to read in all his subjects in school as well as later in life to get and hold a job and to be an educated citizen.

You, as parents are one of the most important factors in your child's reading progress. A little time spent at home with your child can really add to his attitude and ability. Below are a few things you can try with your child. This time spent together can be as valuable to you as it is to him.

1) Read to your child. No matter how old your child is, reading a story or newspaper articles or some school book together can be fun.

2) Listen to your child read to you. Even if your child stumbles on some words, your time, help, and attention will be appreciated.

3) Read yourself. As your child sees you read he will know that adults find reading valuable and enjoyable.

4) With younger children, practice the alphabet. Point our letters seen on cereal boxes, newspapers, etc.

5) At the supermarket give him a list of items to find. If he cannot read yet, bring along a few labels of items he is to locate by matching; or cut out the trademarks, or print the letters of items to be found like FAB or DUZ or JELLO.

6) A good reading activity is letting a child cook something using a recipe. The kitchen is a good place for learning new words, such as "dicing", "chopping", stirring", "lukewarm", "liquid", and "powder".

7) For small children, sorting clothes in the wash is helpful to learn likenesses and differences.

8) If a car trip is planned, go over the route with him and explain the use of a map and how to read it.

9) Listening to various sounds such as voices on telephone, television, animal noises, and radio help a child recognize different sounds.

10) Learning to use a calander, clock, telephone book, thermometer, scales ruler, newspaper are good reading activities.

11) Children learn from hobbies. They can collect leaves, rocks, flowers or watch birds, etc.

12) Take your child to the library. Here is the large resource area for books, free for the borrowing. Seek out your child's interests. He will more readily read and listen to stories he has selected.

13) Discuss with your child what he saw and heard on a television show. Share opinions.

14) Some children may want to write and then read their own stories. Assistance you give by helping them write or spell the words and then by being excited about his "book" is the best form of encouragement.

15) Take time to talk to your child. An equal give and take in conversation will help your child develop his vocabulary and communication skills.

Above all, make these activity times together fun and rewarding for both of you. If you exert pressure on your child to perform perfectly in reading, and he is not able, you will not be building a good attitude for him. You, too, need to be excited about and enjoy these activities. Your child will sense your attitude and copy it! Everyday is full of learning and reading situations. Capitalize on them and maintain a balance of work, play, and rest. Remember that enjoyment is the single most important part of developing reading skills. You, parents, are an invaluable key!

III. PHYSICAL CONSIDERATIONS:

Your child cannot learn if he is not healthy and happy.

1. Make sure he has enough sleep at night

2. See that he starts the school day with a good breakfast

3. If he is not feeling well don't expect him to get better by 9 a.m. He probably will not be able to concentrate to learn in school that day and should stay home

4. Don't send your child to school in an awful mood. Try to be cheerful and encouraging in the morning

5. See that your child has a physical check-up regularly

6. Make sure his eyes are good

7. Watch for signs of hearing problems

8. Praise your child

9. Be genuinely interested in work he brings home. Display it on a wall or in his room. Show it to the rest of the family and your friends

10. Give your child confidence by believing in him and supporting him in all he tries to do

If you are concerned about a possible health or emotional problem talk to your child's teacher. Each school has the services of a nurse and counselor who are willing to serve you and your child.

IV. HOW TO TELL A STORY

Both children and grown-ups enjoy hearing a good story told aloud. Many opportunities arise daily for storytelling. --- During meals or cleanup, while riding in the car, bath time.

You may want to tell about something unusual that happened in real life or a story from a book rephrased in your own words. It is important to have a beginning, middle, and end to your story. Include interesting characters and words. Lots of action also adds to the excitement.

Here are some topics to consider:

1. Animal or Pet Stories
2. Funny Things that Happen
3. Family Incidents
4. Events from Your Childhood
5. A Favorite Fairy Tale
6. Sports Stories
7. A Trip
8. Make Believe Stories

Children will make up stories with you about a picture cut from a magazine or newspaper. You can spark a story by giving a beginning such as --- "One day I went to the park and saw a turtle carrying a suitcase".

Storytelling can be extended into story writing; while your child tells a story you can write it down for him. Pictures can be drawn or cut out and the whole thing put together into a book. When a child authors his own book he is usually quite eager to try to read it.

V. SUGGESTIONS for PARENTS from TEACHERS

The following suggestions are from teachers in the National Education Association. They are arranged by age level.

Preschool

DO read to your child often. (This means you too, Dad!) Hold him on your lap and let him turn the pages. Encourage him to talk about the stories. Ask him questions about the illustrations, pointing out details and helping him see small differences and similarities -- an ability he'll need in learning to read.

DON'T worry unduly about getting the right book for the right age. The right book is the one that appeals to your child. He'll enjoy hearing books about interesting things, even if the words and concepts are a little beyond him.

DO read him nursery rhymes and other poetry; most children love rhymes and jingles.

DON'T discourage your child from playing around with silly words and imitating all sorts of noises. Sharp hearing and the ability to discriminate between sounds will be important in learning to read.

DO develop your child's oral language skills by really *listening* when he has something to tell you, by encouraging him to make up stories and songs, and by letting him hear lots of clear grown-up language (avoid baby talk). The larger his speaking vocabulary, the easier it will be for him to learn to read "written talk."

DO keep him well supplied with jigsaw puzzles. They're fun, and they help develop many prereading skills, especially eye and hand control. You can make a simple puzzle yourself by pasting a picture from a magazine onto cardboard and cutting it into irregular shapes.

DO let your child get lots of firsthand experience with parks, airports, stores, buses, zoos, etc., to widen his horizons (and enrich his vocabulary). To get meaning from printed words in school, he will need to be able to conjure up clear pictures of what the words stand for.

DO make trips to the public library a regular family habit. Let your preschooler choose his own books. If the library offers a story hour, by all means take advantage of it.

DO give your child a set of alphabet blocks, and *when he shows an interest,* help him pick out the ones that spell his name.

DON'T force anything. *When he asks,* tell him what printed words say -- words on television, traffic signs, cereal boxes. By the time he goes to school, he'll probably have a fair-sized sight vocabulary of words he recognize just from having seen them so often.

DO check to see that your child's books reflect the multiethnic nature of American society. DON'T read him books that will give him distorted, stereotyped notions about any group.

DO be sure to let him see *you* reading for pleasure and referring to books for information. Children naturally want to learn to do what they see the people around them doing.

Beginning Reading

Good vision and hearing are vitally important in learning to read. DO have your child's eyes and ears checked before he starts first grade.

DO be a proud and attentive audience when your first grader brings home his reader and wants to read aloud to you. Make it a happy occasion, not a drill session.

DON'T interrupt him if he misses a word, but DO tell him if he asks what a word is.

DO keep up the public library habit. As soon as he's old enough, let your child apply for his own library card. DO help him build his personal collection too, by continuing to give him books as gifts. Let him have his own bookshelf (try building one together).

DON'T assume that books with limited vocabularies for beginning readers have to be dull or quickly outgrown -- witness the Dr. Seuss series, which the whole family can enjoy.

If your child likes the idea, DO subscribe to a children's magazine for him, or enroll him in a children's book club. Most children are fascinated by anything that comes to them in the mail.

DO give your child plenty of practical ways to use his reading ability: Let him read the rules for a new game himself, even if you have to tell him the big words; ask him to help as you cook by reading the recipe aloud. Children like to feel useful.

Upper Elementary

DON'T feel that the world of children's books is limited to stories and make-believe. If your child is a reluctant reader, it may be because the books he's read seemed unreal and irrelevant to his life. What is his hobby or special interest? Sports, cars, magic tricks? Casually leave a book or two on the subject lying around the house. He'll probably discover that books are practical after all and may soon be reading everything he can find on his special topic, even books seemingly beyond his grade level.

DO remember that children learn to read best by reading. *What* they read is not nearly so important as that they establish the lifelong habit of reading for pleasure.

DON'T be too alarmed if your youngster reads nothing but comic books, or horse stories, or adventure series for a while, and DON'T push your childhood favorites on him. He may need the security of reading lots of books beneath his grade level, to thoroughly conquer the mechanics of reading and to build up speed. Nothing succeeds like success. If you don't spoil the reading experience for him by nagging or pushing or banning, your child will eventually move on to more challenging books.

DO encourage your child to read to his younger brother or sister or the neighbor children. If he's a poor reader, this gives him a chance to maintain his self-respect while getting needed practice on simple material.

If your child prefers television to books, notice which kinds of programs are his favorites, and DO leave related books around -- western, for instance, or adventure stories, or joke books.

DON'T force your child to finish every book he starts. *You* don't always, so why should he?

DON'T schedule so many activities for your child's every waking hour that there's no time left for recreational reading.

Slow the pace if necessary. Often bedtime is the best reading time; make sure your child has a good bed light.

If Problems Develop

In spite of parents' and teachers' best efforts, some children show no particular interest in learning to read in first grade. If your child is one of these, beware; nothing will handicap him more severely than being labeled dull or stupid at the very outset of his school career. If his teacher divides up the class according to "reading readiness" and your child is placed in the "slowest" group, DON'T make him feel like a big failure and a disappointment to you. Your kindness, understanding, and relaxed attitude are essential. Remember, he learned to talk without being "taught," and that was a much more complicated feat than learning to read is going to be. When his mind, muscles, emotions, and interests have all reached the necessary stage of development, your child will learn to read, *provided the learning process is not hampered by tension and pressure*, and provided he hasn't been made to feel that he's stupid and it's hopeless even to try.

DON'T nag, scold, or punish your child for his reading difficulties; DON'T compare him with more successful readers; and DON'T discuss his troubles with all and sundry. You'll only add to his emotional problems, which in turn will aggravate his reading difficulties.

DON'T try to solve your child's reading problems yourself. You're too emotionally involved to be a good teacher. Instead, DO have a conference with your child's classroom teacher to find out if a remedial class or clinic is advisable.

READINESS LEVEL ACTIVITIES TO
ACCOMPANY THE TWO LESSONS ON

"Readiness Skills"

I. INTRODUCTION

Readiness

Child development specialists classify parents into three groups, depending upon how they encourage their children to relate to sensory experiences. First, there is the "No-No" parent who discourages exploration through sight, hearing, touch, taste, and smell: "Get away from that!", "Keep your hands off that - it's dirty." Second, there is the "Neutral" parent who takes an essentially passive and neutral attitude toward sensory exploration by her child. Third, is the parent who actively encourages her child to experience the world as fully as possible through his senses. Try to be one of the third group. These parents:

1) Help their child to be aware by encouraging him to use his eyes, ears, and hands continually to learn about the world.

2) Provide a variety of materials which the child can use as stimuli for thinking and show the child how to use the materials. (Materials would include such things as paper, crayons, scissors, magazines, cardboard, scrap wood, fabric, blocks, dress-up clothes, blackboard, playdough, etc.).

3) Provide a wide range of first-hand experiences by giving the child an opportunity to experience things for himself rather than through somebody else's eyes and thoughts and feelings.

4) Learn to play educational games with their child.

Remember, your everyday interactions with your child are learning situations. It is up to you as a parent to make the most of them. Here are some things to keep in mind:

1) Eliminate distracters.

2) Let the child become familiar with new materials before beginning the activity. Give him "play time."

3) Give a brief review of what you are going to do. It can be simple like, "We are going to play a new game with these two different kinds of beans."

4) Let the child work with the materials, not you.

5) Talk with the child about the activity. Describe what is going on. Use descriptive words like "big", "blue", "up", "in", "push", etc.

6) Praise and encourage the child's performance.

7) Correct in a positive and informative manner. Give reasons for corrections.

8) Don't badger. Let the child alone when he is working on an activity and doesn't seem to need help.

9) Don't overdo. If the child turns you off, that is a signal to let up.

10) Let the child stay with the activity without interruption if possible until he is tired of it.

11) Make the activity easy enough that the child is responding correctly about 8 out of 10 times.

12) Ask the child different kinds of questions. Ask some questions that have several possible answers, some that need specific answers, and others that have no right or wrong answer.

13) The activity is to be fun. If you are not having any fun, back off and take another look.

II. PERCEPTUAL - MOTOR ACTIVITIES

Easy Angels: Lie on floor, arms at side with palms on floor and legs together. At the command,"open", arms go out and legs spread wide; "close" - back to the first position.

Frog: Squat with hands and feet on the floor. Spring up to have hands and feet leap forward at the same time.

Up and Down Awareness: In standing position, give commands for one side of the body at a time. "With your right hand touch your right shoulder, your right knee, your right ear", etc. Do the same for the left side.

Hard Angels: Start in the same position as for Easy Angels. The commands will be "right" or "left", having only one side moving at a time. Watch for mirror action when a part on the opposite side tries to follow.

Crawling: Get in a crawling position - hands and knees on the floor with back up and level. At "right" both right hand and right knee move forward. Then "left" for the left hand and knee. Go backwards to the start in the same way. Later, crawling can be done using right hand and left knee.

Walking: Have children practice various walking movements including walking freely forward, backward, sideward, zigzag, on tiptoes, on heels, with legs stiff, on a straight line, etc.

Obstacle Course: Prepare an obstacle course composed of chairs, tables, tires, balance beams, and hoops. Have the child move through the course in many different positions including crawling, walking, running, hopping, and jumping.

Hoky Poky: Play "Hoky Poky" with the children. Have them stand in a circle and give the following directions:

"Put your left arm in."
"Take your left arm out."
"Put your left arm in and shake it all about."
"Put your right foot in."
"Take your right foot out."
"Put your right foot in and shake it all about."

Pegboard: Provide the child with a pegboard and a number of different pegs. Direct the child in placing the pegs in the pegboard by providing specific directions. For example:

"Put the green peg *over* the blue peg."
"Put the red peg to the *left* of the brown peg."
"Put the orange peg *under* the yellow peg."

If you don't have a pegboard and pegs, you can always use spray can lid tops that are different colors.

Teaching Right from Left: Put a mark (e.g., removable paint, masking tape, etc.) on the hand or foot of the side to be taught. Give directions or play "Simon Says" directing the child to raise certain body parts involving right and left, up and down, front and back, etc.

Zippers to Zip: Provide children with zippers to zip, buckles to buckle, locks to open with keys, snaps to fasten, shoes to lace, boots to tie and untie, and buttoning activities.

Lacing Boards: Have the child weave boot laces or yarn through picture lacing boards. Make the lacing boards from a cardboard punched with holes or a pegboard with a design or picture made on the board.

Kitchen Utensils: Manipulation of tools or kitchen utensils provides excellent fine motor practice. Screw drivers, hammers, and wrenches along with egg beaters, spoons, and cutlery can be used in a variety of situations.

Pasting Designs: Ask the child to duplicate a design or picture by providing the child with some specific pasting material (e.g., paper, felt, macaroni, toothpicks, etc.).

Cards: Play various card games with the child where the child must manipulate a number of cards at one time, deal cards, and shuffle the deck. An easy game is Old Maid.

III. VISUAL ACTIVITIES

Matching Colors: Give the child certain color cards, plus a box of multi-colored scraps of paper. Find the colors in box to match the color cards. Later give the color name only and see if he can find pieces of that color. Find a certain color in as many places as possible.

Sit and Say: The colors to be used are put on the floor. The child hides his eyes; you sit on a color. The child opens his eyes and asks, "Are you sitting on _____?" As colors are learned they are added. Take turns. This is also a good memory game.

Hang the Socks on the Line: Hand a rope between two chairs, cut pairs of socks out of scrap cloth. Get some clothespins. Ask the child to hang the red socks on the line or to take down one blue and white striped one, etc. Kids, including boys, love this.

Jump for the Shape: Cut out several shapes the same size and color. Attach them to a wall, etc. just high enough so the child has to jump to reach them. Call out, "Jump to a _____ (square, triangle, rectangle, star, etc.)" Later add different colors and two different sizes. Then you can ask the child to jump to the big red circle, the little green triangle, etc.

Spin the Pointer: Make a dial with a variety of shapes around the edge. Spin the pointer. Say the shape where the pointer stops.

Object Recall: Place a set of objects on the floor. Talk about them. Have the child turn away. Remove one object. The child looks back and tries to tell which object is missing. Change objects to make the game more interesting.

Shape Recall: Hold up a card with a single shape on it for about three seconds - less time as they become more skilled. You can ask them to do one or all of the following:

1. Name the shape
2. Make what they saw in the air
3. Pick it out from a set of shapes on a strip
4. Make one like it on paper

Checkerboard Patterns: Present the child with a design made of checkers on one half of a checkerboard. Have the child duplicate the design on the other half of the board.

Block Patterns: Provide the child with a block design with blocks in specific patterns. Have the child duplicate the design exactly.

Checkers Again: Arrange four checker patterns, three identical and one slightly different. Have the child pick out the different pattern and explain the difference. This activity may also be used with dominoes, blocks, sticks, pegs, etc.

Bead Sorting: Ask the child to sort beads according to color, size, or shape. Provide the child with a pattern to duplicate with beads or ask the child to create his own pattern.

I'm Thinking of . . . . Lay several objects on a table. Child who is "it" lets other children see the objects then he says "I am thinking about something that is red, square and is read." etc. Other children guess the object. Require more adjectives later.

What's Different: Have a child stand in front of the room and letting the other children study him for a short period of time. Have the child leave the room and change something (e.g., removing a belt, changing bracelets to another hand, etc.). On his return to the room, let the other children try to determine what is different.

Hidden Figures: Prepare pictures with "hidden" figures. Ask the child to find all the shoes, pencils, or cups in the picture.

Finding the Object: Have children play games to discriminate objects in a room. Ask the child to find the square objects, the wooden objects, the objects larger than a chair, etc.

IV. AUDITORY ACTIVITIES

Crossing the Road: Have child sit on floor facing a "road". Cover his eyes. You or another child choose to either hop, walk, jump, gallop, tiptoe, or skip down the road. The child decides how you got down the road. Take turns.

Near - Far: Child leaves room. Hide an object. When child returns to room, clap loudly as he approaches object, or softly as he moves away.

Beans: Have child close eyes. Drop a few beans, one at a time, into a container and then have child drop in the same number of beans.

Listen and Find It: Select 4 or 5 objects which have different sounds. Say something for each object such as "Here is your teddy bear, listen to it." Make a growling sound of the bear. Have child cover eyes. Make the noise of one of the objects. Child picks up the object that made the noise. Increase the number of sounds and the distance, such as having him stand in another room.

Whispering Game: Place 4 or 5 well known objects before the child, sit behind him and whisper the names of the objects. He should pick up the object as it is named. Whisper very softly so that the child will learn to listen intently, thus helping to build listening capacity and ability to make auditory discrimination.

What Do You Hear: Sit outdoors with your child. Call his attention to different sounds and identify them for him. Ask him to listen to other sounds and tell you what he hears.

What Comes Next?: Begin a sentence for your child to see if he can come up with the right word:

"I button my _____."
"I want a glass of _____."
"We live in a _____."

Think of other sentences. If you have taught him nursery rhymes or songs, say part of a phrase and let him finish it.

That's Not Right: Add some nonsense or an error when reciting a nursery rhyme or some situational activity and see if your child can catch the mistake:

"Jack and Mary (Jill) went down (up) the hill."
"Isn't this milk hot (cold)?"
"Look at that blue (red) car."

Make the errors on concepts with which your child is very familiar so you do not confuse him. Make sure he knows the right answer before presenting a wrong word.

Copying Rhythmic Patterns: Speak or sing a pattern to be repeated by the child. For example, the parent will say:

"Da, da, dot, dot, da."

This is said in rhythm with the "da" sounds spaced out long and the "dot" sounds spoken very quietly - one rapidly after the other. Give the child other patterns. Turn it around and let the child make up a pattern to be repeated by the parent.

Giving Directions: Give simple directions, such as:

"Put the paper under the book, then put the pencil on top of the book."

Later, add a third direction.

Use physical movements, too:

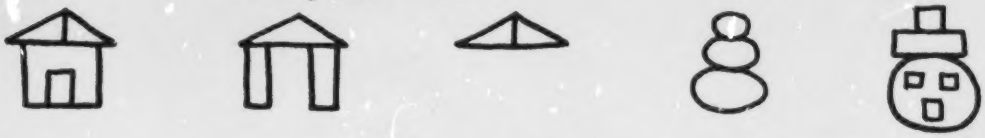
"Put your hands on your head, then your knees, and then your ankles."

Pack My Suitcase: Start the game by saying: "I packed my suitcase to go to grandma's. I packed pajamas." The child repeats this and adds something else. The game goes on until 5 articles are named in proper order.

V. DEVELOPING REASONING SKILLS

The richness of background experiences, including a good vocabulary, gives a child a store of material that can be used in reasoning. The child whose parents have provided him with many experiences is fortunate, indeed.

Geometric Shapes: Cut out sets of shapes in different sizes: round, square, rectangle, triangle. Show the child how to make something with them:



Now ask the child to do the same thing with some of his pieces. Help him decide what pieces to use. If you find what he has done differs from your model and he doesn't see the difference between the two, encourage him to look again. Point out the difference, but don't make him change his. Let him also make designs of his own.

Drying Clothes: Let your child help you sort the laundry. Have him name the different items.

Things you Eat, Wear, and Ride: Go through catalogs with your child and cut out pictures of things you eat, wear, and ride. Paste the pictures on cardboard; one picture per piece of cardboard. You are now ready to play a game. Say, "I'm wishing for some food." The child finds a food card and says, "I can make your wish come true. Here is something to eat." Do the same for things you wear and ride. Later, you can add things like:

fruit
vegetables
meat
things with four wheels
things with no wheels
things that fly
things girls wear
things boys wear
clothes to wear in winter, etc.

Listen and Show Me: While looking at a book together say, "I'm going to name something on this page. When you know what I'm talking about, point to it." Begin describing something. When he points correctly, ask him to name it. If he can't, name it for him. Play this game many times. With older children, let them describe an object and you guess what it is.

How Are They Alike: This is for an older child.

How are people and clocks alike? (hands)
How is a chair like a dog? (4 legs)
How is a piano like a car? (keys)
How is a goat like a car? (horns)
How are birds and airplanes alike? (fly)

Me and A Tree: Talk about how people and trees are alike (both grow, need food, water, sun, have arms, etc.) and how they are different. Call out statements like the following. The child decides if they apply to "me", the "tree" or "me and the tree".

Water	Run
Arms	Laugh
Leaves	Etc.

Guess Which Hand: Hide an object in one hand, make two fists, and ask the child to guess which hand the object is in. Make it a learning game by having a pattern in mind - you can always place the object in your right hand. After your child has guessed correctly several times, ask him to tell you why. Tell him, "I'm going to hide it differently now (don't say, "In my other hand!") and see if he looks in your left hand. When he gets it right each time, say, "I'm going to do it differently now, and hide it again in your right hand. You can also make this harder by setting up a pattern - 2 rights and then a left, for example - and see how fast he learns to figure it out.

Wouldn't It Be Funny If . . . ? Ask your child things like "Wouldn't it be funny if people walked on their hands instead of their feet?" Say to your child, "Now it's your turn." All sorts of funny things can be invented: "Wouldn't it be funny if cars ran on water instead of on gasoline?" "Wouldn't it be funny if children gave shots to doctors?" When you play games like this, you are helping your child to develop his imagination.

Guess What: Collect household items such as a spoon, comb, toothbrush, soap, shoe lace, etc. Place one in a paper sack. Say, "Put your hand in the sack and feel what is there." Do not let him draw the item out of the bag. Say or ask such things as:

"Show me what you do with it."
"Tell me what you do with it."
"Does it belong to daddy?"
"Does it go in the kitchen?"
"Who uses it?"
"Is it soft?"
"Is it hard?"

Think of as many words as you can to describe the object.

VI. All the activities in the Parents Manual show everyday experiences in the home can be used for language development. The importance of language cannot be overemphasized. Language and thinking go hand in hand. Surround your child with language from the moment of birth. A baby may not be able to talk yet, but he is storing in his mind everything he has heard. It will payoff later.

There are four main things you can do to stimulate your child's language development:

1. Read to him. Points out details in the pictures. Encourage him to point out details in the pictures. Try to read at least one story each day.

2. Provide him with pencils, paper, paste, crayons, scissors, and a little box to store it all in. Encourage your child to scribble and cut and color. Scribbling is a prelude to writing and drawing. The child who has not had the opportunity to scribble freely will be delayed in the development of writing and drawing.

3. Teach him to make his own books (a good activity beginning at age three). The topic is up to the child. He can cut pictures out of magazines and draw them to illustrate the book. Tell him: "A book is just talk, written down. You're going to talk and I'm going to write it down. We're going to make a book." Put one idea on a page. After you have finished, you can read it out loud to him, maybe over and over again. Don't criticize your child's choice of subjects. Don't point out errors. Don't change his sentence structure. Your role is to accept and praise <u>whatever</u> he does.

4. Arouse his curiosity about words and the meaning of words. On trips to the store, point out words on food packages. Call his attention to signs: Stop, Telephone, In, Out, Restaurant, For Sale, etc. Call his attention to words on the TV. When he starts asking you what a word says, you will know you have been successful in arousing his curiosity about words. This will be part of his motivation for wanting to learn to read.

A few vocabulary development exercises are listed below:

Opposites: Play a game where you throw out a word and the child thinks of the opposite. Here are some suggested words:

in - out	over - under
up - down	stop - go
yes - no	more - less
hot - cold	noise - quiet
open - close	laughing - crying

Play the game over and over again. Use other words, too, and don't be alarmed if at first you have to tell the child what the opposite word is. As you play the game over and over, he will get better.

Things to Eat: Collect things to eat; for example, cereal, chocolate chips, raisins, marshmallow, pretzel, etc. Put one in front of your child and ask:

"What color is it?"
"Is it soft or hard?"
"What do you do with it?"

Put it in his mouth. "Feel how _____ and _____ it is." Supply your own descriptive words: soft, cold, crunchy, mushy, etc.

Yesterday, Today, and Tomorrow: Make a pocket chart with seven slots for inserting cards or pictures which will represent the days of the week to your child. Place a picture showing an event in one slot of the chart; for example, church on Sunday; grocery shopping on Friday, etc. Repeatedly help your child understand the concept of yesterday, today, and tomorrow.

VI. SOCIAL AND EMOTIONAL READINESS

A child must be socially and emotionally ready for school and learning. To be socially ready he needs to be able to work and play with groups of children and various adults. Emotional readiness lies in his ability to be flexible, adapt to routine, try new tasks, meet new people, and enjoy life.

Many family situations lend themselves to the development of social and emotional readiness. Children can be given jobs or chores to do at home to help them accept responsibility. Even young children can carry napkins to the table or pick up toys. Children also can be involved in some family decision making and planning, for example: where to go on a short trip, which of several activities to choose for a Saturday afternoon, or whether to watch T.V. or play a game together.

Playing "dress-up" and spontaneous drama are fun ways for children to experiment in human relations and behavior. Children can be given the chance to act out emotions and feelings. A box can be set aside with old shoes, hats, and clothing suitable for playing "dress-up". Puppets and dolls are also tools for talking, feeling, sharing, and learning to get along. Puppets can be made from cloth scraps, styrofoam cups, paper bags, socks, pencils and paper, or rubber balls.

Discussing things with your child honestly and in a concerned way helps him to develop a wholesome outlook. When problems arise, handling them calmly and facing the consequences together can ease the trauma. Point out the reasons behind good habits and rules.

Provide opportunity for your child to work and play with other children and adults. He will then be able to adjust to new situations, sharing, taking turns, and responsibilities that arise in school.

VII. DEVELOPING THINKING AND REASONING SKILLS

It is important to help a child learn to think things through independently and choose sensible ways in which to act daily. Sometimes parents make all the decisions for a child and he becomes dependent on others for answers.

Begin to offer your child some chances to look at different ways of behaving and, with your guidance, choose the most logical one. Talk outloud about how you solve a problem. For example: "You know, we're all out of butter and I need some to finish cooking lunch. Should I go to the store and buy some or perhaps borrow some from Aunt Susie? Maybe I could make something that doesn't take butter in the recipe-----" This gives your child a chance to see and hear alternative ways of solving problems.

When children ask questions it's easy to just give them the answers. Sometimes talking over the issue and allowing children to try out their reasoning skills in choosing alternatives is helpful to their development. Your adult guidance is necessary as you allow children choices. If they make a wrong decision your suggestions as to why that choice is unwise and not allowed is necessary.

Begin early to encourage children to think before they act or speak.

PRIMARY LEVEL ACTIVITIES
TO ACCOMPANY THE LESSONS
ON
"PRIMARY READING SKILLS"

I. PHONICS GUIDE

Phonics is the sounds of letters and letter combinations.

List of Consonants with key words:

b - ball	g - goat	l - lamp	r - ring	w - wagon
c - cat	h - horse	m - monkey	s - sock	y - yellow
d - dog	j - jar	n - nail	t - tiger	z - zoo
f - fish	k - kite	p - pig	v - valentine	

The letter X is usually found at the end of words as in box. When X is at the beginning of a word it usually has the sound of Z as in Xylophone.

The letter Q is only sounded with the leter U. The QU has the sound of KW as in QUEEN.

When C or G are followed by E, I, or Y they usually have a soft sound. Example:

C has the S sound as in Circus
G has the J sound as in Gentle

A consonant blend is two or three consonants side by side side sounded together as a blend of the sounds.

List of consonant blends with key words:

bl - black	fl - fly	pl - plum
cl - climb	gl - glass	sl - sleep
br - brush	dr - dress	gr - green
cr - crawl	fr - fresh	pr - proud
		tr - truck
sc - scar	sm - smile	sp - spin
sk - skate	sn - snake	st - star
dw - dwell	nk - bank	sw - swim
tw - twin	nt - tent	nd - bend
scr - scrub	squ - squash	sch - school
spr - spring	str - straight	spl - splash

A consonant digraph is two consonants side by side which make one sound.

List of regular consonant digraphs with key words:

wh - white
ch - chair
th - this (voiced) and think (unvoiced)
sh - shell
ng - sing

Irregular consonant digraphs and key words:

ch - /k/ - character
ch - /sh/ - chef
ph - /f/ - phone
gh - /f/ - laugh

The vowels are the 5 letters; a, e, i, o, and u. Y and w sometimes function as vowels. Vowels have two main sounds.

List of short vowel key words:

Beginning Position	Middle of Word
a - apple	a - pat
e - egg	e - pet
i - igloo	i - pit
o - ox	o - pot
u - umbrella	u - put

List of long vowel key words:

a - ape
e - eve
i - ice
o - open
u - use

Vowel Rules

1. A single vowel in a word or syllable is usually short. (hat)
2. A single e at the end of a word makes the first vowel long. (hate)
3. A single vowel at the end of a word or syllable is usually long. (she)
4. When two vowels are together the first one is long and the second one silent. (train, peach)

II. DOLCH 220 SIGHT WORDS

The list of sight words that follows is compiled by Dolch. They are learned by memory rather than sounded out and can be practiced with flash cards or in games which will be explained later.

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

be
because
bean
he
help
her
here
him
his
hold
hot
how
hurt

I
if
in
into
is
it
its

jump
just

keep
kind
know
laugh
let
light
like
little
live
long
look

made
make
many
may
me

before
best
better
big
black
blue
both
bring
brown
but
buy
by

call
came
can
carry
clean
cold
come
could
much
must
my
myself

never
new
no
not
now

of
off
old
on
once
one
only
open
or
our
out
over
own

pick

play
please
poetry
pull
put

ran
read
red
ride
right
round
run

did
do
does
done
don't
down
draw
drink

eat
eight
every

fall
far
fast
find
first
five

said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

take

tall
than
thank
that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too

fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
green
grow

had
has
have

try
two

under
up
upon
us
use

very

walk

33

III. Word Recognition and Word Attack Games and Activities

In the following section, certain skills necessary for beginning reading are identified, defined and activities listed that will help develop that skill.

A. Vocabulary

It is at this beginning reading stage that the child is asked to make the transition from depending entirely on a speaking and listening vocabulary to developing a reading vocabulary.

1. Develop recognition of basic sight words.

   a. Matching Sight Words. Use 2 different colors of paper. Print the same vocabulary words or sight words on both sets of cards. One set is turned face down; the other set is placed face up around the first set. As one card at a time from the middle set is turned face up, the child looks for the matching card. When the matching card is found, they put their hands over it and say "Match". Before the child can keep both cards and earn a point, they must say the word and use it in a sentence.

   b. Have the child draw pictures to illustrate new words they have learned.

   c. Show the child a card with a word (such as walked, ran, crept, raced) written on it. The child acts out the word.

   d. Word Bank. Ask child to tell you a word which he wants to learn. Write the word on an index card and put it in a "word bank". (This can be any small box, envelope, bag, etc.) Have the child read the words to you everyday.

   e. Bingo Game. Make Bingo Game by marking squares on regular sheet of paper and put Dolch words on the squares. Child marks each square as the word is called until he makes a row.

at	big	on	so
is	the	he	my
we	did	by	it
to	get	us	I

   f. Flashcards. Make flashcards with marker or crayon and cards. Words would come from a Dolch list supplied by teacher.

   g. Slight Words. Make a spinner clock and corresponding word list as shown in picture. The child spins the pointer

and must read orally the word from the list corresponding to where the pointer has stopped. Many different numbered word lists can be made, lending flexibility to the game.

1	cup
2	tap
3	see
4	pump
5	spot
6	kick
7	man
8	tank
9	cut
10	keep
11	cat

2. Develop understanding of multiple word meanings, synonymous meanings, opposites, words pronounced the same.

   a. Show your child a picture or an object. Ask the child to tell you words which describe the picture or object. Write these words on cards or on a chart. Example: apple-round, red, delicious, ripe.

   b. Read your child a story. From the name of the story, the child makes up as many words as he can. Example: Rumplestiltskin words - skin, purse it, sit, me.

   c. Have the child make a booklet called "What It Really Means To Me." Definitions of words whose meanings have been learned through reading, watching T.V., talking, etc. should be included.

   d. Make a grocery list that includes items from 3 or 4 different categories. Make another sheet divided into as many sections as there are categories. Label each section with a category name. Example: "canned goods", "meat", "dairy products", "fruit", etc. The child may cut the words from the list and paste them in the categories or they may write them.

   e. Find words that describe "how big" and "how little" that begin with as many letters of the alphabet as possible.

   f. Draw a noose and scaffold (as shown on next page) on paper. One person thinks of a word. He tells the other player the category of his word (names of automobiles, animals, etc.) and draws a blank line for each letter of the word. Player 2 asks: "Does it have an 'A' in it? If it does, player 1 puts an 'A' on the proper blank. Keep going in this way, adding correct letters as called, and adding turn a body, two legs (one at a time) and two arms (one at a time) as incorrect letters are guessed. The object is to guess the correct word before you are "hung".

g. Play charades with words. Write 10 words on separate cards. "It" selects one card and acts it out and the players guess the word.

h. 20 Questions. One person will be "it". He will think of a specific object anywhere in the world. Then ask him 20 questions to try to find out what that object is. "It" may answer only "yes, no, or I don't know." Example:

Question: Is it an animal?
Answer: No.
Question: Is it fat?
Answer: Yes. etc.

i. Heads and Tails. The child says any word. The parent then says a word that begins with the last letter of the word the child says and so on.

Player 1	Yellow
Player 2	Will
Player 3	Late
Player 4	Zach
Player 5	Halloween

j. The Minister's Cat. The first person says "The minister's cat is an alley cat. The next person must think of an adjective to describe the cat that begins with another "a" word. The first person not to be able to think of a word is a "ghost" and is out of the game. Play the game with "b" next.

k. Put 10 words on separate note cards. Put these cards on the floor; let the child look at the cards. Have the child close his eyes while you take one card away. The child then opens his eyes and guesses which word you removed.

l. Have the students think of words that answer the question "how". Write these words on a card and talk about them.

m. Have the child think of words to describe people. Write these words on note cards and let the child see them as he thinks of them.

n. Sit and talk with the child. Ask the child to list things he or she would need to:

(1) bake a cake
(2) go camping
(3) set the table
(4) wash clothes
(5) go shopping
(6) go to school, etc.

o. Enrichment. Look at a catalog or magazine and talk about what the child sees. Have the child identify items, colors, uses, what happened before and after and relate some of his own experiences to what he sees in the picture.

p. Time. It would be great to teach the child to tell time and while doing so, you could make cards dealing with time placed around the clock and encourage the child to read and use them. Numbers (written out) one to twelve; month, day, year, minute, second, hour, clock, calendar, watch.

q. Make chart and cards to fit it on words of foods frequently eaten in the home, as below, and have child place appropriate card on chart every night after supper.

Meat	Green Vegetable	Yellow or Red Vegetable	
Pork Chop	Mustard Greens	Squash	
Salad	Drink	Bread	Dessert
Cole Slaw	Kool-aid	Cornbread	Jello

r. Make a list of common homonyms. Have children cut out cardboard cards, 3"X4". Look through magazines for pictures to illustrate these words:

(1) pupil
(2) march
(3) ring
(4) sew
(5) slide
(6) scale

s. Print up adjectives which describe objects in the home and attach these to the objects.

(1) fluffy (pillow)
(2) comfortable (chair)
(3) shiny (stove)
(4) gurgling (toilet)

t. Let child help with cooking, teaching meaning of words such as:

(1) saute
(2) boil
(3) fry
(4) bake
(5) steam
(6) poach
(7) broil

u. Label household items, such as: refrigerator, couch, chair, table, lamp, kitchen, bedroom, etc. Use white cards with black magic marker-print large and clear-do not use capital letters unless necessary.

v. Pantomine Game. Make up cards displaying emotion such as: happy, sad, silly, mad, etc. Have child draw a card and pantomine while others guess. May also use names of things or animals.

w. Look for sight words in newspaper or magazine such as the words: and, when, where, etc. Underline the word each time it is found. See who can find the most on a certain area of print.

x. Make cards with words that describe size. Have child place cards on objects in the home that fit the cards.

(1) large
(2) enormous
(3) gigantic
(4) small
(5) petite
(6) tiny
(7) medium
(8) average

y. Belongings. Make cards with brother's, sister's, parents' names or with words brother, sister, mama, daddy, etc. Have child place these on that person's belongings and orally give the name of that belonging.

z. Food, T.V., Time. Make a chart like below and have child complete it, orally or graphically, depending on stage of development.

On_____(name of day)

(1) I ate.....
(2) I watched.....
(3) I went to bed at.....

aa. Television. Make chart of child's favorite TV programs. After he watches show, have him place one of a set of cards describing that particular episode, and vocalize meaning.

(1) exciting
(2) mysterious
(3) super
(4) dull
(5) boring
(6) confusing

bb. Clothing. Have child read signs to find what he is looking for and before purchasing, have him read the care label to see how he is supposed to take care of the garment.

cc. Groceries. As the child helps unpack groceries, have him read what each package contains. Encourage the child to read the box of cereal, pudding, etc. as he eats it.

dd. Let child make a scrapbook of labels from food. Practice reading these names. Use canned food, frozen, packaged, etc.

ee. While out driving, let children read signs. Learn one sign at a time and learn to recognize instantly.

ff. Give your child a copy of the weekly shopping list and let him check off each item as it is found.

gg. Make a weather chart with different cards describing weather conditions. Each day child evaluates current weather and hangs up card that is appropriate.
   (1) blustery
   (2) calm
   (3) sunny
   (4) fair
   (5) steaming
   (6) sizzling
   (7) dreary
   (8) crisp

hh. When the child comes home with a vivid experience story, parent(s) may record story in the child's own words. Listen to child read the story. List the words unknown or difficult to him. Use these same words in other sentences or stories to reinforce word recognition.

ii. Send-Away. Show the child a familiar word. Large hand print or large commercial type. Give the child only a moment to observe the word. Ask "What word did I send away?" The child may also send a word away that he knows.

jj. Game is played like tic-tac-toe. Place words which child needs to review in each square. Each player must call the word in each square correctly before he can claim the space.

kk. Word Hunt. Introduce new words to your child through this game. Discuss the word. Example: "This is made of plastic, plastic is made by people, it does not grow on trees, or on plants. Now I have shown you what plastic looks like, you show me something you feel is made of plastic."

ll. Opposites. Mother gives child words such as BIG and child will tell mother the opposites. Example: LITTLE
   (1) up -- down
   (2) right -- left
   (3) over -- under

mm. Fish. The child draws one of many objects from a box. He then selects the correct name card of those provided and places the object on the card. One edible object may be included each time for a special treat.

B. Word Analysis

Word analysis skills are those skills which will enable the reader to independently identify a word as it appears on the printed page.

The following lists of activities will help develop phonetic and structural analysis skills.

1. Phonetic Skills

a. Finish the Rhyme. Prepare a list of 2-line rhymes. Call out the rhyme to the children leaving the last word out.
(Examples at top of next page.)

The big black cat
Ate so much he grew _____(fat)
Soon it will be dark, dark night,
So I will turn on the _____(light)
This is good to use with sight words.

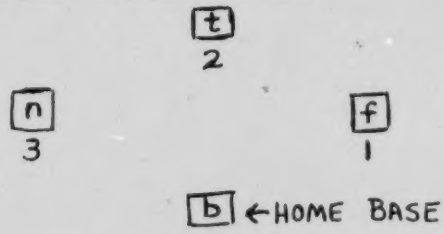
b. Tic-Tac-Toe Game. Use at least 12 words, blends, vowels, etc. List on the board and let the children put a word, blend, vowel, etc., in each block. Either choose a caller or have an adult call out the words. This is best done by cutting small strips of paper and mixing them up. Play as you would tic-tac-toe. (Example: vowel sounds)

	pig	kite			
cup	cup	cute	bone	cute	sleep
	cat	make			
	let	sleep	make	cat	step
	box	bone			
	step	fight	cup	fight	pig

c. Magical "E". Give words like mad, can, tap, hat, pin, cut, etc. to children. Then pass a magical "E", around to see if the "E" make a word.

d. I Spy. One person will be "it". "It" goes to the front of the class and says "I spy something that starts with t." The person who guesses the correct word is "it".

e. Baseball. Draw a diagram of a baseball diamond on a large piece of paper as shown. Place a letter on each base. The first batter of Team A starts with the letter in the box at first base. He is asked to give a word ending with this letter, for instance, leaf for the letter 'f'. If he can do so for each base, a run is scored for his team. If he fails on any base, he's out. When a team has 3 outs, the other team gets a chance at bat.



f. Hunting. You need: Basic vocabulary cards. Pass cards to all but one of the children. As soon as each child knows his word, he holds the card up so it can be seen by the others. When all the cards are in sight, the teacher pronounces a word held by one of the children. The child who has no card goes "hunting". If he can find the word, he may read it aloud and take it to his chair. The child whose card has been taken is now the new "hunter".

2. Structural Analysis

a. Read a short story to the child. Ask the child to clap or rap the table when he hears a contraction in the story.

b. Play riddle games with child in which syllabication is stressed. Example: Parent says, "I'm a big animal with a trunk and tusks. You see me in the zoo. I have three syllables in my name. Who am I?"

c. Say a two syllable word and have the child clap for each syllable he hears. For example, you say "ba-by" and the childs responds "clap-clap". Later on work up to three syllable words.

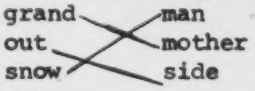
d. Give child 2 columns of words. Have him make compound words by matching the words in one column with the words in the other column.

e. Have child look through magazines, newspapers, or books for compound words. (Words made up of 2 smaller words.) Have him copy down all of these words and divide them between the two smaller words.
Example: mail/man in/to some/one

f. Have child look through magazines, newspapers, or books for contractions. Have him copy down these words and write the two words the contraction stands for. Example: don't-do not, can't-can not, it's- it is, haven't-have not

g. Have child look through magazines, newspapers, or books for words with the suffixes(endings) s, es, ed, or ing. Have him make a list of these words and underline the root word in each. Examples: playing, works, guesses, happened, etc. This may also be done with prefixes(beginnings). Examples: unhappy, repay, disbelief, unconvenient, etc.

h. Make a list of words which can be matched to form compound words. The child draws a line from one word to another.
Example:



i. Name any common object around the room or use words from books. Ask the child to hold up the number of fingers which tell how many parts are in that word.
Example: pencil 2 parts or syllables pen-cil

ADDITIONAL WORD RECOGNITION ACTIVITIES

Fish: Prepare duplicate cards in pairs with one word on each card made on oaktag. The cards are dealt one card at a time, each player holding five cards. The remainder of the pack is placed in the center of the table, face down. The object of the game is to get as many pairs of cards as is possible and the winner is the one with the largest number of paired cards on the table in front of him at the end of the game when all of the cards are matched. The player on the dealer's left starts by asking any child he wishes for a card that matches one of the cards which he holds in his hand. For example: He may hold the word "which." If the child asked has the card, he gives it to the first player. This player continues to ask for another card until he is not successful. When the one asked does not have the card, he says "Fish," and the child takes the top card from the pack. The games continues in like manner to the next player, etc. This game may be played with two or more children.

Checkers: Materials: A checker board with words on a small slip of paper fastened on each square; a set of checkers. The two-color scheme of the board must be retained. Play as in a regular checker game. Each child must name the word on the square to which he is moving or over which he is jumping.

Spin the Circle: Use a large oaktag circle for this game. Attach a long pointer to the center of the circle and print words along the outer edge at an angle to the center. The player spins the pointer and reads the word at which it stopped. May be used with one or more children.

Build-a-Train: Engines and railway cars are cut from oaktag. Each piece has a word printed or written on it. Children who pronounce the word correctly build a train which becomes longer and longer. The object of the game is to see who builds the longest train. Use with two or more children.

Dominoes: Prepare a series of small rectangular cards in the shape of dominoes with words in the place of the dots. Follow the rules of dominoes. This game may also be used with phrases. Use with two or more children.

Peg It: A pegboard with three or four pegs, one for each player, may be used for this game. Prepare three or four sets of word cards and punch a hole in a corner of each card. The dealer gives a equal number of cards to each player. In turn each player draws three cards from his own pile and reads them. Each card that he reads correctly may be hung on his peg; if read incorrectly, the card must be discarded. The player with the most cards on his peg wins the game. Use with two to four players.

Playing Postman: Collect a set of three by five cards with words that need to be practiced. A large cereal box that has been covered gaily makes a good mailbox. Cut a slit $3\frac{1}{2}$ by 4 inches wide near the top of one side. Tie two cereal boxes together and label one "mail box" and the other "dead letters." The children in turn draw cards. If a child knows the word on his card, he may mail it, otherwise the card is placed in the dead letter box. The child should strive to mail all his cards as "letters." Use with any number of children.

I am Wishing: Label a shoe box with the words "Toy Chest." Assemble a set of cards with "toy words" on them, e.g., airplane, bicycle, blocks, boat, bunny, cars, engine, hammer, scooter. Each player may have about three cards while the leader holds the shoe box. The leader calls for a toy by saying, "I am wishing for a ball." The player who has the corresponding word may say, "I can make your wish come true." He first reads his card aloud, then puts it away in the box. For variety the leader may use a riddle to call for the toy such as, "I am wishing for a toy that is round and can bounce." Use with groups of children.

Up the Road: Use a large heavy piece of cardboard and draw a diagram of a long path with a house, barn, or garden at the end. Colored kindergarten beads make good markers. In each track write a short sentence and a direction for going ahead. For example:

The children play under the apple tree. Jump five.

If the child reads the sentence correctly he may carry out the directions, otherwise he must stay in the same place. The child who reaches the destination first wins. Use with more than one child.

Stop and Go: Prepare some phrase cards and put them into one pack. Be sure to include phrases like can help, can work, Stop! Stop!, come and work, I have, I can, etc. Place several red cards and green cards in the pack. A child may say the words until he comes to a red card, which is the signal for him to stop reading aloud and to read silently until he comes to a green card. The green card is the signal for him to continue reading aloud. Use with one or more children.

Picture Collecting: Simple picture collections aid in concept building and in classification skills. Collect some old magazines which the group can use as their source. Children cut out the pictures, mount them, and classify them. Some good classifications are farm, animals, toys, things that fly, things we ride in, etc. A shoe box makes an excellent container for individual collections.

Telling a Color Story: Assemble a set of cards with the name of a color on each. Distribute one or more cards to a player. The leader starts to tell a "color" story about the color that he has on his word card. Each child in turn adds his color-part to the story and then stands up. When the entire group is standing, the leader takes a second turn and then sits down. The story should be finished when all the children are seated. This game may also be played effectively with noise word: bang, pop, etc.; and action words: sit, crawl, walk, etc.

Doing Things: List some action sentences on the blackboard. For example:

Bring the red book to me.
Build the house with the blocks.
Walk quickly to the window.

The child reads the sentence and then carries out the action.

Jallopy Derby: Make a five car race track on a large piece of cardboard. Divide the track into three inch spaces, and mark a starting line. Print the words on tagboard. The first one tosses the die and moves as many spaces as the number of the die. If he can't say the word he loses his turn and the next child may use his word or pick a new one. If he doesn't use the missed word, the next player may use it. If no one uses the missed word, it is put at the bottom of the pile. When the game is over special help is given with the missed words at the bottom of the pile.

Word Sets Game: Words grouped in sets of four similar things such as food, trees, animals, clothes, toys, people, and colors are put on playing cards. Four children may play together. Each child gets eight cards and their remaining cards are placed in a pile in the center. The children take turns drawing one card from the center pile and then discarding one. The child who first gets two complete sets of four similar words wins the game.

Fishing: Materials needed: Oaktag cards with fasteners or paper clips attached, small dowel-like poles with a string attached to one end, and a magnet attached to the string's end. Cards may be cut in the shape of a fish, or left in square or rectangular shape. One side of the card will bear a word with a number denoting its value or "pounds." These "fish" are put face downward and pupils fish for them. As one is "caught" the child tries to pronounce it (and tell its meaning). If he is successful, he keeps it; if not, he throws it back, face downward. A player wins who has the most "pounds" at the end of the game. New words should be added as encountered in reading lessons.

Football: On a large piece of paper draw a football field with sections to represent ten yards each. The game begins at the fifty-yard line, where a cardboard ball is placed. A set of cards with a word on each card is used. The first player reads the word on the first card. If he reads it incorrectly it is considered a fumble and the ball goes ten yards toward his own goal. When a child crosses the opposite goal line; his score is six. If he reads the next word correctly he adds one point to his score. New words in a story could be used for this game.

The Picture Dictionary: The child or the teacher makes a scrapbook that is indexed. Both capital and lower-case letters are used. Illustrations are prepared from old magazines. As soon as a word is learned, the child pastes on the proper page the picture which corresponds to the word. Later the teacher may drill on words in the dictionary by giving the child small cards on which are printed the words he has learned. The child has to find the picture that tells the same story as the word and place the word under the picture.

Erase-a-Word: Children are asked to choose sides and stand in two lines at right angles to the blackboard. The teacher writes on the board two lines of words or sentences of equal difficulty, as many words or sentences as there are children. At the signal the first child in each line says the first word in his column. If he is correct, he is allowed to erase the word. This game is in the form of a relay race.

Lost and Found Words: Prepare a list on heavy paper of sentences in which one word is omitted. Prepare a set of cards which contain the missing words as well as a few jokers. The child finds the missing word and puts it in place. For example:

Tom had an apple for pony to _____. Eat

The flower is pretty and _____. Blue

What's My Name?: The children are given a paragraph to read. A list of suggested titles is prepared and given in random order on the blackboard or on printed sheets. The children either write the number of the best title, or if the material has been printed on sheets, underlines the best title.

Encouraging Reading: Each card contains the name of a book and a chapter to be read. The child must turn to the table of contents to find the chapter, read the chapter and time himself, and answer two or three questions on the reverse side of the card after he finishes reading.

What's in the News?: This may be played by two or more players. First take a newspaper and decide on a certain page to be read. Then the player who is "it" looks at the page by himself and selects a news item that he will act out. While he is enacting the chosen part, other players look at the newspaper page and try to guess which item is referred being enacted.

What's the Idea: A short selection is assigned for silent reading. The teacher prints a list of phrases or short sentences on the board, and the children choose those which contain the ideas in the selection.

Outlining: The child reads a selection. The teacher gives the children an outline for the paragraphs but merely indicating the number of supporting ideas that the child should find. The child fills in the outline indicating the major points of the selection.

Modified Scrabble: A game of matching words with definitions is made by printing the words in oblong spaces on a card, shellacking the card, printing the definitions on similar blocks and cutting the blocks apart. The definition cards are put in an envelope on the back of the word card, ready to be matched with the word. A key enables the student to check accuracy without bothering the teacher.

Directions: Have a child read a prepared set of interesting directions, perhaps printed on a card, and have him carry them out. For example, "Make a heavy X on a piece of paper, hold it in front of your eyes at a distance of about six inches, then draw it slowly to the right. Notice whether the X remains visible at all times."

Main Idea: Have the children read a newspaper article with the headline folded under on the back of a 3 x 5 card. After they have read the article, ask them to make possible suggestions as to the main idea and possible title. After several ideas have been listed, they may turn over the card and see the real headline title.

Go Around the Board: A rectangular piece of heavy paper about one foot square with a two-inch margin. The margin is divided into spaces in which words for (practice) are written. Some of the spaces may be used for penalites or rewards. A spinner for determining the number of spaces to be moved, a colored marker for each player. Each player spins the arrow in turn and moves clockwise the number of spaces indicated starting with "home base." He reads the word that he "lands on." If he doesn't know the word, he returns to the original space until his next turn. The child first going all the way around to "home base" wins.

Hunting: Pass cards to all but one of the children. As soon as each child knows his word he holds the card up so it can be seen by all the others. When all the cards are in sight, the teacher pronounces a word held by one of the children. The child who has no card goes "hunting." If he can find the word, he may read it aloud and take it to his chair. The child whose card has been taken is now the new hunter.

Treasure Hunt: The teacher places before the children a large box filled with small objects or pictures. Printed word cards corresponding to the objects or pictures are arranged along the blackboard ledge. Each child closes his eyes and draws an object or picture for which he must then find the corresponding word.

Simon Says: The teacher has a pack of word cards and a pack of picture cards to correspond with them. The teacher holds up a picture card and places a word card underneath it, exposing the two for only an instant. If the word is the name of the picture, it is equal to the command, Simon Says, "Thumbs up," and everyone in the group is suppose to put thumbs up. If the picture and the word do not correspond Simon says, "Thumbs down," and everyone is supposed to put thumbs down. The words and picture increase in difficulty for higher grades.

Ring-a-word: Utilize heavy plywood in constructing a board 2 x 3 feet in size. Space five nails on the board and paint numbers from one to five under the nails. Print words on small cards and hang them on the nails. Easiest cards should be placed on nail #1 and progress until the hardest cards are placed on nail #5. Equip children with a box of Mason Jar Rubber Rings. The directions for the game are: "Ring the word and score the points if you can say it." For use with two or more children.

Word Basketball: Remove the top and one of the long sides of a packing carton. Use green and white to give what remains the appearance of a basketball court. Basket can be simulated by pasting two small paper bags on the outside ends of the box. If a player can call correctly a word he has drawn from the word pile he pushes the word card through a slot above his team's basket and his side gets two points. If he calls incorrectly someone on the other team tries. A referee will determine if the word is said correctly or not. The score can be kept by counting the number of cards in each bag. Use with two children or two equal groups of children.

Word Rummy: This game may easily be played by five players, a dealer and four players. Prepare twelve to sixteen sets of word cards, four cards to a set. (Each word is prepared four times.) Reserve one copy of each word for the players' pile and put the others into the dealers pack. To begin, each player draws one card from the player's pile. The dealer draws a card from the dealers' pack and holds it up. The players who have a similar card may claim it after reading it. If no one claims the card, it goes back into the dealer's pack. When a player has four copies of a word in front of him, he may turn them face down and draw an additional card from the players' pile. The player who has the most tricks wins the game.

Putting Out a Fire: A burning building with a fireman's ladder leaning on a window is drawn on the board. A word to be known is written on each rung of the ladder. The "fireman" (players) attempt to rescue the people in the house by pronouncing each word correctly. Words may be changed as they become too easy.

Wheel of Chance: A large cardboard clockface is number from 1 to 20 and fitted with a large movable hand. Along side the clockface the same number of words or phrases are printed. A child flicks the hand with his fingers, sees the number at which it stops, then reads the corresponding word or phrase.

Word-O: Materials needed - Several large cards of approximately 6" x 8" in size. Small cards, each containing one word, and small wooden counters, small circles of colored paper, or beans will be needed. Divide the large cards into twenty-five squares, covering one side of the card. Write or type words in each square, changing the order of appearance on each card. Free center may be put in the center square.

Procedure - This is played like Bingo. A "caller" pronounces words appearing on the cards, and the players attempt to get five words covered in a straight line horizontally, vertically, or diagonally, to win. The one who calls out "Word" must read back his words covered as a check.

Old Maid: Prepare a deck of about twenty cards, with one additional card for the "Old Maid." At the top of the card print one word; on another card print the word again, making a pair. Prepare all the cards in this way, all cards having pairs except the "Old Maid." One word alone may be used for the "Old Maid" card and can be changed frequently, thus eliminating the chance of memorization. Deal out all cards. Beginning with the person at the dealer's left, take turns drawing cards, each person drawing from the person at his right. As pairs are formed, the words are pronounced and the "book" placed on the table. Continue until all cards are matched and one person is left with the "Old Maid."

Airplane: On a piece of cardboard draw a spiral path with a hanger at the end of the path. Divide the path into sections in which are printed words. Each player has a plastic airplane and sets of 1" x 2" cards with the same words as those on the path. The game begins with both airplanes in the lower left space and each player's cards face up. The first player reads the words on his top card, and if it is the same as the one in the first space of the path, his plane is moved to that space. If not, he may not move. His card is placed on the bottom of his deck and the other player takes his turn. The winner is the person whose airplane reaches the hanger first. For variation print sentences on the path. Example:

The ball is red.
Jump one.
The children play under the tree.
Run home.

IV. Oral and Silent Reading

As the child begins to learn to read, he will do a lot of oral reading.

Oral reading is an extension of the type of language usage that is most familiar to the child. However, as the child becomes more familiar with the processes involved in reading, he will do more and more of his reading silently. At this point, oral reading is done for special purposes and as conveying information, entertaining and diagnosis.

The following activities will help to develop oral and silent reading skills.

1. Take all the available opportunities to read:

   a. road signs
   b. food cans and boxes
   c. shopping situations
   d. television ads
   e. kitchen situations

2. Plan a story time together. Take turns reading and listening.

3. Plan trips to the library together.

4. Act out stories with hand puppets.

5. Choosing stories to be read that contain a fair amount of repetition. Have children tell the story or have them read the story to someone.

6. Let children decide how the story will end, things that will probably happen. Pausing for questions from children or ask leading questions of them.

7. When reading a story, have children participate by pausing expectantly before a word or phrase that can be guessed, either from illustraions, rhymes or rhythm patterns.

8. Play such games, as "I Am Going on a Trip, and I Will Take ____", letting each player repeat the preceeding player's items in order and add something, until a mistake occurs; then the game starts over. A refining of this game can be naming only items beginning with same sound, even beginning with first letter of alphabet, vowels, or only consonants.

9. Simply talk to child about his toys, feelings, T.V. programs, stories you have read aloud to him; without his having to compete with others, especially other children and elicit his responses--accepting any, but encouraging longer ones as he progresses.

10. Practice to memorize and repeat nursery rhymes as well as other songs.

11. Use familiar nursery rhymes, and then other poems. (Example: "Bear Hunt", "There Was An Old Woman Who Swallowed a Fly", "This Is The House That Jack Built", "Gingerbread Man"), for choral reading and/or reciting.

12. Label objects in child's environment with oral as well as written words. Be careful to use a word or a few words child may not know and then be tolerant to stop and explain and/or discuss meaning. Unlike sponges and water, children do not absord words on simple contact or exposure. Think up words or hunt words for "Word Hunt". Example: color words are good to begin. Red is ruby, scarlet, sanguine, vermillion.

Suggestions for Oral Reading

Choose a time when you can listen wholeheartedly. Try to give your child your complete attention by not trying to listen and do other things at the same time, such as T.V.

If your child mispronounces a word keep that word in mind to go back to when he finishes reading. Have him reread the sentence and if he gets it right this time go on. If he misses it again try to get him to correct his own mistake.

If your child does not know a word, first have him read the whole sentence and try to think of a word that would make sense in that place. Second, have him think and look at the beginning and ending sounds. Third, give him a hint and fourth, if he still can't say the word, tell it to him. Don't take long for this whole process.

Don't let your child wait for more than 1-3 seconds for help on an unknown word.

Listen to appreciate. Try to enjoy the story even if it is very simple. Discuss the story with him.

Don't give the idea that you are listening for mistakes. It may make him nervous and keep him from the real reason for reading-to get the meaning from the print.

Limit the time to 15-30 minutes depending of the age and interest of your child.

Help him to read with expression. Use punctuation marks as traffic signals.

period . = stop question mark ? = raise voice
comma , = slow down exclamation mark ! = excitement or surprise

Make the event a pleasant, positive experience for you and your child by establishing a good climate and attitude

V. Comprehension - Primary level

At the primary level the child has begun to recognize words and must be able to associate meaning with those words in order for printed material to make sense.

The following activities are designed to develop comprehension skills.

1. Have your child tell you words that are opposites of the words you name. For example, if you say clean, he will say dirty. Other examples are: above/below, left/right, stop/go, sick/well, push/pull, noisy/quiet, right/wrong, and so on.

2. After reading a story to child, have the child tell you what happened first, next, etc.

3. To show the sequence of the events of a family outing, have child draw pictures and arrange them in the order they occured.

4. Name several words that fit into one category. Have child tell you what category they fit in. Example: Say, "Chevrolet, Ford, Plymouth, Buick, Dodge. What are they?" Child, of course, answers "cars".

5. List three words belonging to one category followed by blank spaces. Have the child list other words that fit into the same category. Examples: coat, hat, shoes,_____, ____. dog, cat, horse,_____, _____.

6. Give the child lists of words which he must classify under three or more headings. Example:

a. carrots	d. celery	Vegetables	Fruit	Meats
b. apples	e. oranges			
c. pork	f. lamb			

7. Ask your child the following questions after he reads a story or book:

   a. Who is the main character?
   b. What does he look like?
   c. Where does he live?
   d. What does he like to do?
   e. How does he act?

   If he doesn't know the answer to a question, have him look back in the story and find it.

8. List some phrases taken from storybooks. Have child circle all statements which are fiction, or which cannot be seen on earth. Examples:

   a. A lady flying with an umbrella
   b. A cow jumping over the moon
   c. An elephant talking
   d. Two cars tied together
   e. A boy standing on a man's shoulders

9. Before the child reads a selection, tell him to make a mark on a sheet of paper each time he learns something while reading. Have him tell you the things he learned when he finishes the selection.

10. For an art activity, have child illustrate simple phrases which you write for him. Examples:

    a. The clown has a peanut on his nose.
    b. A rabbit with a long trunk.
    c. A fancy kite.

11. When planning a trip or outing, assign your child jobs to do to get ready, and write them down for him to read. Example:

    a. John will help clean the car.
    b. John will pack his suitcase.

12. Write some action directions on a strip of paper. Have your child read the strip and follow directions. Examples:

    a. Stand on one foot.
    b. Turn around three times.
    c. Turn on the television.
    d. Get a cookie and eat it.
    e. Go out and play for an hour.

13. Choose a simple recipe. Have the child assist you in following the recipe. Start with something simple such as cookies.

14. Use clay to mold characters taken from a story.

15. When your child is reading a book or story, tell him to stop and cover the next few lines. Have him try to tell you what will happen next.

16. Write directions for a child to follow:

    a. Open and close the back door.
    b. Get your blue sweater.
    c. Tiptoe over and get my pen.

17. On a piece of paper, write a silly descriptive sentence and have child illustrate it. Example:

The boy with wings flew over the trees.	The dog drove the big, red truck.

18. When reading a story, let child pick out one sentence to act out so other person may guess and read the sentences. Then other person acts out sentence and child must find and read line which he is acting out.

19. When reading a page in a book, have the child locate sentence that tell: How, When, What, Where, Why or Who.

20. Write a simple story that child has to recall a simple fact and then use critical thinking to answer a question: Example: The baby was playing with the ball. It rolled under the bed. The baby cried. Question: What was the baby playing with? Why did he cry?

21. When reading a story, ask questions:

    a. about characters (game-say something the character did or felt, or said and guess who)
    b. about vocabulary (games-word banks, fishing)
    c. about sequence of events (Example: In the story "Goldilocks and the Three Bears". give child 3 sentences in mixed order and have child label first, second, etc.)

        (1) _____ Goldilocks woke up and saw 3 bears.
        (2) _____ The porridge was too hot.
        (3) _____ Goldilocks broke Baby Bear's chair.

22. After reading a story:

    a. Have child retell the story in own words.
    b. Act out story or favorite scene.
    c. Make a picture to go with story and tell about it.
    d. Ask about details-color of outfits in pictures.
    e. Ask child to change story and make up own ending.

23. When watching television:

    a. Discuss program, characters, plot, sequence
    b. Watch Sesame Street, Electric Company, etc.

24. In conversation situations:

    a. Listen to others and retell in own words what they said.
    b. Contribute logically in the context of the conversation.

25. Newspaper

    a. Cut up comics strips and have child put them in order and tell a story.
    b. Read from pictures. Use clues from pictures and context to get at meaning of article.
    c. As parents read, tell child what it's about and show value of reading in daily lines.

26. Codes. Make up a code--very simple signs for letters or numbers for each letter. Write the child a message and let him use a copy of the code to decipher it.

27. Write the child notes about his chores. He must read them to complete his jobs and then have free time.

28. Riddles. Describe an animal or object and guess what it is.

29. Make up a title for a story heard or read.

30. Look for the 5 W's. Who, What, When, Where, Why in a story read or heard.

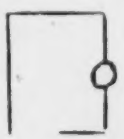
INTERMEDIATE LEVEL ACTIVITIES
TO ACCOMPANY THE TWO LESSONS
ON
"INTERMEDIATE READING SKILLS"

INTERMEDIATE LEVEL SKILLS

The material the child is required to read at this level becomes increasingly more difficult. Reading is required in all subject areas and vocabulary is becoming more specialized and more difficult. The parent may find that he also is learning, for it is at this level that children will want to explore many special areas. The following activities are designed to help build reading skills in basic areas.

I. VOCABULARY

1. Hangman. Two players. One person thinks of a word and writes dashes to represent the number of letters in the word. The other person guesses letters; if it does not appear in the word, a body is formed to represent a man. The object is to guess the word before the body is drawn. One part of body is drawn for each wrong letter.



E O B

C A ___ C ___ (CATCH)

2. Let the child describe things he sees--shape, color, how it feels, how it makes him feel.

3. Have the child tell what he reads in his own words. Also, have him relate what he liked best and why.

4. Spill and Spell. The child spells as many words as he can in a given period of time. Alphabet letters are on dice--the child shakes them up and must use the letters that appear on the top of the dice.

5. Have the child keep a list of words he does not know. Then have him look them up in the dictionary. By keeping them in a booklet, he will continually add to his vocabulary.

6. Let the child help write the shopping list.

7. "Scrabble".

8. Encourage child to write letters.

9. Have the child categorize items. For example: Vegetables
   peas
   string beans
   carrots
   brocolli, etc.

10. Have the child keep a list of words that mean the same or about the same. Example: big, large, enormous, tremendous

11. Expose the child to the library and let him get familiar with encyclopedias and how to use them. If he has a particular interest, let him explore all information in that field. As his knowledge increases, so will his vocabulary.

12. Expose the child to crossword puzzles, "find-a-word" puzzles, etc. These can be found in magazines for children, in the Sunday comic section of the newspaper, etc.

II. WORD ANALYSIS

1. Phonics

Phonics consists of matching letters and the sounds they stand for. On the intermediate level (grades 3-5) all previous skills can be reviewed if necessary in addition to new generalizations concerning syllabication (covered in structural analysis portion).

a. "Hear Ye" Blends, Digraphs or Dipthongs. It will be necessary to have 2 or more children for this game. Give the first child a card with the word "chair" and the blend underlined. The child pronounces only the ch. The other children must guess what word is on the card. If they do not guess it after 5 tries, that person gets a point and another person comes up to try a new word.

b. Contraction "Go Fish". Make a deck of cards on index cards with an equal number of contracted and uncontracted word forms. Deal 5 cards apiece and have child call for the match he wants. If he cannot get it by calling, he has to "go fish" from the deck. The player with most matches at the end wins.

c. Finish my rhyme game. Read 2 line poem to child omitting last rhyming word. Example: The big green frog
   Sat on a brown ____. (log)

d. I See Something Game. Have the child guess what you see in the room that begins with certain letters. Also adaptable to ending or medial consonants and vowel sounds.

e. Have child point out articles at home which begin with same sound, rhyme, end with same sound, etc.

f. Have child collect pictures from magazines, newspaper, that begin with one sound.

g. Say series of words- Have child choose which ones rhyme, have same sound, etc.

h. Play "verbal tennis" by saying rhyming words in turn until one player cannot respond. Then a new word to rhyme is introduced.

i. Use newspaper or magazine and have child underline words beginning or ending with same sound, rhyming words, etc.

j. Have conversations during which child claps whenever he hears certain sound--or he can do this while listening to TV or radio.

k. Have child add verb endings to words in sentences.

l. Substitute medial vowels to show how word changes: bad, bed, bid, hat, hit, etc.

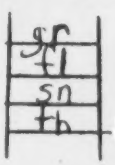
m. Fish with rhyming words, vowels, consonant blends, etc.

n. Dominoes. Match letters with pictures that begin/end with sound.

o. Blends or Beginning Sounds. Say a word. The child then has to say the sound he heard at its beginning (or end) and tell the letters.

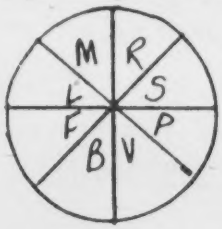
p. Beginning Sounds (can be adapted to medial or ending). Draw a large circle. Write blends around the outer edges to resemble a clock. Attach a movable hand. Child has to "beat the clock" by naming a word that starts with each sound. Children can compete with each other or with himself.

q. Blends or Digraphs (can be adapted). Draw a ladder. Put a blend in each rung. The child has to "climb" the ladder by giving a word that starts with each sound.



r. Beginning Sounds (can be adapted to medial or ending). Cut out a number of pictures from magazines. Cut out 2 pictures that start with same sound. Then shuffle all the pictures up. Child then has to find the pair of words that start with the same sound.

s. Beginning Sounds (can be adapted). Draw a circle and divide it into sections. Write a letter in each section. Then draw pictures or write words that begin with each sound, placing them in the appropriately labeled section.

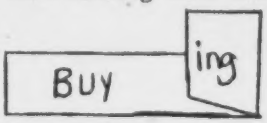


t. Beginning Sounds (can be adapted). Cut out pictures from magazines. Paste all the pictures starting with the same sound on one piece of paper.

u. Beginning Sounds (can be adapted). Cut out a picture from a magazine or a newspaper. Choose a picture with many objects. Then have child write on the picture the letter each object starts with.

v. Recognizing Vowels (can be adapted). Write sentences or cut sentences from a magazine. Have child count the number or vowels in each sentence.

w. Suffixes (or Prefixes). Cut strips of paper. Fold each card. Write a word on one end of the card. Fold over the other end. Write a suffix on it. This will give practice in reading new words.

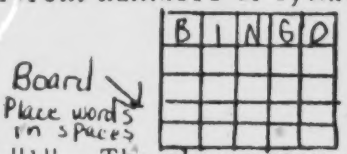


2. Structural Analysis

Using this skill means looking at the "structure" of the word. How is it built? Is there a prefix and a root (e.g. re/paint)? Maybe the root has a suffix making it plural or past. By taking a word apart, the child may recognize its meaning.

a. Syllable Bingo. Played like regular Bingo. Parent must construct a board with words of different numbers of syllables e.g:

(1) stop
(2) hello
(3) umbrella
(4) graudation



Now the caller will say "1". The player may cover the one syllable words etc. Hold the numbers called aside so that they may be checked when the child gets Bingo.

b. "Lucky Bucks". This is capitalizing on the expression "ten dollar word" or similar idioms meaning that a word is "big" i.e., has a lot of syllables, sounds impressive. The winning of the game is pure chance, hence-lucky.

(1) Child and parent both take a paragraph, column of words from newspaper, magazines, etc.
(2) Each goes down his column and tries to find multi-syllable words (underline to mark). If able, each may count number of syllables.
(3) The winner is the one having the most syllables in his material.

c. Prefix, Suffix or Root Word Hunt. Purpose: To give the child practice at identifying prefixes, suffixes and root words. Players: Two or more. Give the child a section of newspaper or magazine and ask them to circle all the prefixes. The one who finds the most wins. This may be used with plurals, past tenses or compound words as well.

d. "I'm Thinking". Purpose: To help the children to identify multi-syllable words. Parent: "I'm thinking of a word of (3) syllables that means (the same as) something that protects you from the rain. Child. Umbrella. The parent may give other clues such as first letter, etc. Can be varied by changing the difficulty of the word.

e. Dictionary Skills. Alphabetization.

f. Grocery List Activities. Let the child help you make up a grocery list. Ask him tc alphabetize the items to reinforce the initial consonants and sequencing. You might also ask him to put the items into various categories such as "kinds of foods" or "dry goods, canned goods, dairy, etc."

g. Phone Book. Have your child make an alphabetical listing of his friends names and add their numbers for his own personal phone book.

III. Comprehension

Before doing any activity, give the child a purpose for reading or listening to the activity. Give the child a clue as to what he is listening or watching for. As his comprehension increases, this will no longer be necessary. You may use the clue questions as a guide. Use in the following manner:

Example: Tell them you are working with the comprehension skill-inference. Give them a brief explanation.

Before telling them to read it--ask them "How do you suppose Billy crossed the lake. See if you can find clues in your reading." Then they read the selection.

1. Main Idea

This skill involves knowing what the main thought in the story is. Clue question: "The main idea of this selection tells about... What is the main idea? Most important thought."

Read story or poem. Ask children to write a title for it.

Show pictures. Ask what the main idea of the picture is--in one sentence. Example: Picture showing family making snowman.

Look at billboards and ask children what the main thought of the sign is--in on or two words. Examples: suntan oil and cigarette ads

Ask child "What main idea was?" After a child has viewed a movie, T.V. program, etc. Then ask them to draw or paint a picture showing the main idea.

Read selection (or have child read story). Show 2 or 3 pictures and ask them to select the one that tells the main idea.

2. Cause and Effect

Finding the cause is being able to tell WHY something has happened. Finding the effect deals with what is the result of the happening. Clue questions: Cause What caused; why did, what motivated, what was the reason... Clue questions: Effect. What was the effect of; as a result of; Because; what; what happened because...

a. Show a set of pictures. The 1st set is cause, the 2nd set is effect. Tell the children to say the cause and effect in a sentence. Examples:

(1) 1st picture: Boy walking with eyes closed.
(2) 2nd picture: Boy falling over toy on floor.
Sentence (possible). "Because the boy was not looking where he was going, he fell down.

b. Have child look through a science textbook and find 3 different paragraphs organized according to cause and effect pattern (that is paragraph that answer the question "why").

c. Watch the news on T.V. (or read newspaper). Then ask cause and effect questions. Example:

(1) "What is the effect of the sugar shortage?"
(2) "What is the reason for fewer car sales this year?"

d. Have children prepare (draw, paint, flannel) 2 pictures. Have them write an appropiate cause and effect sentence.

3. Inference

When you are not given the answer in your reading, but you use what you are reading to help decide something. Clue questions:

What makes you think...
How do you suppose...
What suggests to you...
What might you conclude about...

Show pictures and ask inference related questions. Also-ask what clue they used to arrive at their answer.

(1) Ask child to look at pictures in a storybook and see if they can infer what is happening in the picture--then read selection.
(2) Look at comic strip and ask inference related questions. Example:

"Where do you think the action takes place?"
"What suggests to you this answer?"

Read selection or have child read selection. Ask them questions that would employ the use of inference skills. Example: Three Billy Goats Gruff.

(1) "Why do you think the troll wanted to wait for Big Bill Goat Gruff?"
(2) "Why did the bridge go trip, trap when the goats walked on the bridge?"

When watching movies, T.V. programs, one may ask questions as "What time of year do you think it is", what suggests this (i.e., Maybe are wearing heavy coats, thus winter.)

4. Sequence

This skill involves putting events of story in order. Clue questions:
What happened the first thing....

What happened after....

What happened before....

(1) What happens when you get ready for school?

(a) wake up
(b) brush teeth
(c) put clothes on
(d) eat breakfast
(e) leave for school

(2) Have children act out a familiar story. Example: Gingerbread Man. Do it in proper sequence.

Read selection (or have child read it). Ask them to tell you what happened first in the story or what happened last.

After children watch a movie, T.V. show, ask them to tell you about it. Listen to see if they tell it in proper sequence.

One child begins familiar story and then another child continues, and so on until the story is completed in sequence.

After reading a selection, give child a list of events that took place in story. Tell them to number them in the order in which they happened.

Have child make a schedule of the things he does everyday. Tell him too see if he can follow it for two days or have him write the things he did all day in the right order.

Ask child to tell you if they can remember what they had for lunch? Have them tell you what was put on their plate first, second and so on.

Cooking. Talk about what you did first next and so on. Follow recipes. Discuss the order in which you did things.

OTHER COMPREHENSION ACTIVITIES

1. Find names that change when we talk about a group. Here are groups and groups of things -- each with a special name; and these I'd like to learn because the names are not the same:

   A FLOCK of sheep, a SWARM of bees;
   A TRIBE of Indians, a GROVE of trees;
   A HERD of cattle, a STRING of pearls;
   A FLEET of ships, a BEVY of girls;
   A LITTER of pups, a BUNDLE of sticks;
   A BUNCH of flowers, a PILE of bricks;
   A STACK of books, a SCHOOL of fishes;
   A SQUAD of soldiers, a SET of dishes;
   A PACK of wolves, a LINE of cars;
   A CROWD of people, a CLUSTER of stars.

   Children can search in magazines for pictures to illustrate groups of things. Paste them in a book, label, and use to review the words.

2. Extend the specific meaning of common nouns. Select a common noun and display a picture or word card showing it. Ask children to say as many words as they know that mean almost the same thing but are more specific. Examples are:

   House - cabin, cottage, tent, castle
   Horse - colt, mare, stallion, filly, pony
   Flower - rose, carnation, petunia, gardenia
   Clothes - socks, shirt, shoes, pants, slacks
   Dog - hound, terrier, collie, bulldog
   Bird - sparrow, robin, wren, finch

3. Make new words by putting two words together (compound words). Give some examples of compound words and then let children say others they know and use. Examples are:

dishpan	necktie	shoestring
horsefly	teaspoon	horseback
butterfly	peanut	polecat
milkman	postman	beehive
bedroom	sidewalk	hatpin

4. Compare names of adult animals with names of their young. Say the names of adult animals, birds, etc., and let children say the names of the young. Then say the names of the young and let children supply the adult names. Include some unusual ones to challenge the bright children. Examples are:

whale - calf	cow - calf
horse - colt	wolf - whelp
sheep - lamb	swan - cygnet
duck - duckling	kangaroo - joey
bear - cub	frog - tadpole
cat - kitten	goat - kid
dog - pup	deer - fawn
hen - chicken	goose - gosling

Make a bulleting board or book showing young and adult animals. Record what children say about them for a "talking bulletin board" or copy in the book.

Enjoy the peom "Amimal Babies" by Joyce Lamensdorf. Children can find pictures to illustrate the poem. Read the poem so the children can supply the name of the young in each stanza.

ANIMAL BABIES
(poem)

Animal babies are all shapes and sizes --
Plain, striped, or spotted, and full of surprises!
But one thing, you see,
Which seems funny to me,
Is that most animal babies -- gigantic or small --
Aren't really called babies at all.

A baby dog is called a pup.
A beaver is a pup until it grown up.
A baby seal, too, has pup for its name.
That seems rather odd,
  for they just aren't the same.

Cacs have kittens, all covered with fur,
Kittens that mew, kittens that purr-r-r-r.
Bobcat babies are larger, it's true,
But all their babies are kitty cats, too.
But of all that are called kittens,
  there is one that is funny,
"Kitten" is the name of a soft, baby bunny.

A baby camel's a colt
  when it's new,
Some horses are colts
  when they are young, too.
Donkeys have colts.
  So do zebras with stripes.
Foals are all babies of similar types.

(poem con't)

The graceful gazelle is a kid when it's new,
And the baby goat is a little kid, too.
Goats and antelopes
  are kids when they're small.
When they grow up --
  one is short, one is tall!

All ducks and all geese have little lings
      Tacked onto their names
    till they take to their wings.
Oh! Ducklings and goslings -- and swanlings,
                you'd bet?
          No! Little swan babies
            are always cygnets.
        Now, birds have their lings,
            but birdling is wrong.
    They're nestlings, then fledglings,
            until they are strong.

Lions and tigers and bears may be wild,
But their babies, called cubs, are gentle and mild.
The high-yipping fox and the wolf with its howl
Also have cubs. So do sharks on the prowl.
And the far-swimming walrus, the nicest of all,
Has babies called cubs as long as they are small.

The babe of a cow is always called "calf,"
And so is the long-necked baby giraffe.
And calf is the name of a baby rhinoceros,
And also the name of a young hippopotamus.
The elephant baby's a calf that's not small,
But the calf of a whale is the largest of all.

5. Talk about many meanings of the same word. Ask children to share personal meanings and associations of common words. Discuss the fact that when one listens to or reads a story, the meanings are a little different for everyone. Choose words that are appropriate and ask children to respond. Examples are:

Mountain makes me think of _____.
Pie makes me think of _____.
Book makes me think of _____.
Trip makes me think of _____.
Airplane makes me think of _____.
Picnic makes me think of _____.
Loud makes me think of _____.
Hurt makes me think of _____.
Snow makes me think of _____.
Monkey makes me think of _____.

"Mountain makes me think of our trip to Wyoming." -- Alice
"I am a little bit afraid when we drive in the mountains." -- June

"We go to the mountains to play in the snow." -- Donald
"Mountains makes me think of the lake we fish in the mountains." -- Allan

Some children may want to make pictures to illustrate their personal meanings of some words.

6. Recipes - follow directions for a very simple recipe for cookies, gingerbread, etc.
Any printed directions on his level for playing a game, making a toy, putting something together. Example: "Simon Says" - Parent verbally says "Simon says" then holds up a flash card "turn around" etc. When she doesn't verbally say "Simon Says" and just holds up the flash card the child who follows the directions on the card is out.

7. Have child read a story silently, draw a picture and retell the story to the parent who will write down what the child says.

8. Cut a comic strip up and have child arrange in sequence.
Same type activity as test.
Put pictures in sequence.

9. Picture Dictionary - have kids find as many meanings for one word as they can.
Have kids dictate sentences for sentence strips using different meanings of one word.

Make sentence strips leaving one word out i.e. (jolly, happy)
Make word cards and have child fit words with same meaning into blank.

Make sentence strips with word left out -- substitute opposites.
Have kids act out difference (i.e. under-over the table, etc.)

10. Read a short story to the child from a magazine or other source. It should have a strong plot in which there exists clearly stated problems. Read only to the climax or solution. Then have the child tell what he thinks the possible solution might be. Then read the end of the story.

Present series of facts and three possible conclusions. Have the child select the one most logical and explain his choice.

Picture relationships:

bird is to nest as leaf is to _____

Word relationships:
hat is to head as glove is to - ear hand foot

Abstract relationships:
+ is to - as X is to _____(÷)

11. Have child after reading a somewhat fanciful story reread to distinguish between realistic and fanciful statements.

Have child decide from titles whether likely to be real or fanciful.

Discuss whether story could have happened and give reasons for their opinion.

Have the child find and read part that proves a point.

Have child find facts relevant to topic.

Distinguish between true statements and opinions of characters in the story.

Anticipate ending of story.

Encourage child to form opinions about people they read about.

12. What a Joke: Print sentences such as these on one inch strips of oaktag:

Here is a red car.
Here is a blue chair.
Here is a toy airplane.
This rabbit will go hoppity-hop.

Find a colorful picture that illustrates each sentence and tack the picture on a low bulletin board. For a joke, put the wrong sentence under each illustration. A group of about three children may then go to the bulletin board to try to find what each joke is. A leader of the group may be chosen to discuss the "jokes" and to choose a child to put the sentence in the correct place.

13. Find the Joker: Prepare a series of groups of three or four sentences one of which does not belong, such as:

Betty has a new dress.
The dress is very pretty.
The cup fell on the floor.

The child indicates which sentence is out of place and why.

14. Building Stories: Make up a simple story of about three or four lines. Print each sentence on a one inch strip of heavy paper and then cut the sentence apart. Either cut into words or phrases. For example:

A cat / heard / a loud noise / behind her.
She saw / a big / friendly / dog.
The cat / was afraid / and / ran away.

The player must use the strips in the envelope to reconstruct a story. He does not have to use all the strips, however. Often the child will be able to make an entirely different story. For example:

A big friendly dog heard a loud noise.
She saw a cat.
The cat ran away.

15. Who Can Do It?: Collect a set of action verbs like; shop, play, walk, bark, etc. (duplications are all right). Prepare several with sentences that are easily completed with one of the action verbs, such as:

    Boys can _____.
    Mother can _____.

    The child puts all the applicable words under the phrase card. This exercise may be varied in the following way. Distribute several cards to each child. Write a phrase on the blackboard. Each child who has applicable words may stand, read the phrase, and complete it with his words. Do this with several different phrases.

16. Movies: A large piece of cardboard is used. In the center of the board a rectangle about 10 inches by 6 inches is drawn. The upper and lower sides of the rectangle are formed by two slits about one half inch wide. The film is a long roll of paper wide enough to fill the screen space. On this roll are printed short phrases which tell a continuous story. The phrases are so spaced on the roll that only one phrase will show on the screen at a time. The film is pulled slowly through the slits, and the children read the story phrase by phrase.

17. Dominoes: This is played with phrase cards made to resemble dominoes, with phrases taking the place of dots.

IV. Oral Reading

Oral Reading Experiences should be meaningful and fun. This is one way to communicate the ideas of others to a group. The ideas listed below are intended to be informal fun activities.

Oral Reading

1. Reading labels on cans, bottles or other items. After purchasing goods, have child read labels on cans, bottles or other items before putting them away.
2. Read recipes to Mother. When mother is baking, have child read the recipes to Mother.
3. Read signs from car when traveling.
4. Reading newspaper headline and comics. Have news headlines read to you by the child. Share and enjoy cartoons with him.
5. Have child check out books of his interest from library and read story for teacher or parents.
6. Read names on mail or packages for parents or other members of the family.
7. Read directions for new games or putting models together, etc.
8. Subscription to magainze. Have child subscribe to a magazine and look forward to the day it arrives. Read it eagerly!
9. Read to a younger brother or sister.
10. Parents reading of poetry can stimulate child to read poetry. Use familiar songs to illustrate rhyming patterns. Children may prepare poems or parts of a story to read in class at school.

V. Locational-Study Skills

These skills involve such things as learning to use reference material, dictionary, maps etc.

Locational-Study Skills

In specified book, have child tell which chapter he would read to find out certain information, such as where elephants live. Have child tell which pages in a book relate to his specific topic.

Put words in order as follows:

candy
car
cat
castle
cap

Rereading a story to answer specific questions
Reading newspaper headlines - clipping items and scanning for main idea.

VI. FLUENCY AND RATE

Musical Chairs: A phrase card is placed on each chair. A child stands in front of each chair. Children walk around chairs as music is played. When the music stops, each child stops where he is, picks up the phrase cards from his chair and in turn reads it to the group. Any player who "stumbles" on his phrase may ask a friend to help him. He is not out of the game. The cards are returned to the chairs and the music continues.

Adaptations: Word cards might be used . If no music is availible another signal could be arranged.

Checkers: Prepare a checker board with words on a small slip of paper fastened on each square; a set of checkers. The two-color scheme of the checker board must, of course, be retained. Play as in a regular checker game. Each child must name the word on the square to which he is moving or which he is jumping.

Adaptations: Simple phrase could be used.

Caution: Children of similar ability should play together.

Timing Record: Have the child keep a time record of his reading. You might put a stop watch by the child so he can see it as he reads so many sentences (pre-counted). Record the time on a chart which is posted so the child can see it daily.

Fluency: Sit across from a child as he reads and watch his eye movements. Record the number of fixations per minutes within a short given time period. If the child is usually slow (to a degree that it affects his reading speed) because of stopping a lot, point out to him the number of fixations you counted and explain what it means. Keep a record. Next time, the child is encouraged to try to read carefully but not as slowly so that there will be improvement by having less fixations. A line graph might be a good way to record this progress.

Short Stories: Have a pamphlet of short stories prepared. Begin each story with directions indicating the purpose of that particular reading but not telling the best speed at which to read that particular story. The child reads at the speed he feels is called for and writes this speed down in a blank provided as a possible speed at which to read that story.

Storytelling: The game may be played in which one child starts a sentence, (A little), another adds to it (went slowly), and another adds (down the aisle), and the last adds (of the church), each child repeating the first part of the sentence and adding his own with pauses between phrases. Players who cannot continue a sentence "lost a life" and are not out of the game until they have "list three lives". Groups should be no longer than six.

Guessing Stories: The teacher gives the children phrase cards and tells them to draw a picture that tells the same story as the card. After the pictures are drawn, the teacher asks each child to hold up his picture for the class to see. The children then guess what is on phrase card, and the child finally reads his card to the class.

VII. BLENDING

What am I?: On individual cards write riddles which give initial consonant blend as clues. For example, "I grow in bunches on trees. I am good to eat. I begin with a 'gr' sound. What am I?" Each child in the group has a chance at a riddle card. If he guesses the anwser he is given the card. The child with the largest number of cards is the winner. By placing the answers on the backs of the cards, this activity can be made self-corrective.

Escape: Put five or six "Stepping Stones" on the floor using various blends. Have pupil step from one to another, giving a word starting with that blend before proceeding to next stone. If he misses, he falls into "crocodile infested water."

Blend baseball: Prepare 3x5 cardboard cards with blends or diagraphs printed in large letters. Decide upon places in the room to be the pitcher's box and three bases. The teacher takes her place in the pitcher's box and the child who is batter comes up to receive three pitches The pitcher holds up a blend card. The batter then: (1) says the blend, (2) gives a word containing the blend, (3) uses the word in a sentence. If the batter can do all three he has a hit and takes his place on first base. Game continues until team has three outs. Then the other team is up to bat, This could be used as a table top game, too.

Making New Words: Divide the board into four sections. Number the sections 1-4. Provide chalk and an eraser in each section. Have the class number off by 4's and sit in rows according to their number. Call one number from each team to go to the board. Pronounce a word with any letter combination the class is presently studying such as it, at, in, etc. Have them listen carefully to the way the word begins and write the entire letter combination. The first person to write the whole word is the winner. At the end of playing time the team with the most points wins.

SECONDARY LEVEL ACTIVITIES
TO ACCOMPANY THE LESSON
ON
"SECONDARY READING AND STUDY SKILLS"

Students in Middle School and High School need to further refine their reading and study skills. They are using reading skills daily in all school subjects. These students must also be able to study material and information for many subjects.

If your child is behind in reading skills and has not yet reached this secondary rung on the Reading Ladder of Development, you need to help him practice phonic and comprehension skills at whatever level he is operating. He or she will also benefit from the study skills and suggestions for teaching content to poor readers.

Even if your child is a good reader he or she will probably need guidance in study skills. Encourage the development of this five step method by setting up a "Study Spot" at home. Key things to remember:

1. Find a quiet spot.
2. Good lighting is important.
3. Provide a desk or table to work at if possible.
4. Have a set time for study each night.

Studying should be a habit and all habits take practice. If you can provide a good "study spot" for your child he will be more likely to develop good study habits.

Here is a good study method to suggest to your child.

Step 1. First skim over the material to be read and studied. Look at the pictures, the titles of the sections to be read, the summary.

Step 2. Ask yourself some questions.
"What am I reading about?"
"Who is involved?"
"When did it happen?"
"Where is it taking place?"
"Why is it important?"
Questions should be written down to look back at later.

Step 3. Read the material. Take notes on the most important ideas, names, dates, terms, etc. Notes can be in outline form.

Step 4. Look back at your questions in Step 2. Answer them using your notes. Also answer any questions in the textbook or from the teacher.

Step 5. Review these notes once more now, then put them in a notebook for study later before the test.

Encourage your child to study a little bit each night rather than a lot just before the test. Going over the material regularly will make it easier to remember.

Provide your child with a notebook in which to keep all notes, outlines, vocabulary, and questions and answers. Keeping notes organized in one spot is one big step in the right direction! Remember to be firm and consistent in requiring good study habits. This does not mean standing over your child every minute, but studying should be done before television and outside activities. Few students enjoy studying. You will have to require regular studying at first until the good habits develop.

WAYS TO HELP PROBLEM READERS LEARN CONTENT IN SUBJECT AREAS

Problem readers are at a disadvantage in school subjects such as Math, Science, and Social Studies because reading is at the center of learning. Most classes have a textbook to be read and learned for tests.

You can help your problem reader learn the material he needs to pass these classes with a little time and cooperation from your child.

The material from the textbook can be read to your child or onto a cassette tape by you or another member of your family or a friend. This allows your poor reader to listen and learn rather than read and learn. You may want to follow this listening session by some questions on the most important facts from the material.

The vocabulary or words used in these textbooks are often difficult for problem readers to understand. Explaining the meaning of these words will help your child to get more complete meaning from the material. Ask him if there are parts he doesn't understand. Try to explain them to him or find someone who can. Go over the information he needs to know for a test orally.

Your child teacher may be able to give you some books at a lower reading level that cover the same information. The teacher may also have some suggestions to help you. Sometimes a test can be read aloud to a problem reader by a good reader or a teacher aide allowing the problem reader to show what he has learned from listening.

The most important thing you can do for a problem reader at the secondary level is to love and support him. Self confidence is usually low in poor readers. Your concern and offers to help will be most welcome usually. Help your child to find an activity or hobby he can do really well. Praise him for his talents and help him with his weak areas.

ACTIVITIES AND SUGGESTIONS
TO ACCOMPANY THE LESSON
ON
"READING FOR FUN/HOW TO CHOOSE BOOKS"

This lesson is about making reading a natural part of a child's life. You are the example your child will look to when trying to decide if reading is worthwhile. Be honest and supportive of his efforts.

Build your child's language. Name objects for him. Take walks. Read aloud to him.

Look over the following pages and use them as they seem appropriate. They give hints on: caring for books, choosing books, activities for independent readers, and a book list.

The most important thing you as a parent can do is to support and encourage your child as he enters a world filled with language.

I. Developing Good Book Habits

Children enjoy having a book in their hands whether it belongs to them or is borrowed from school or from the library. Parents can help children learn about the care of books so that the books can be used over and over again.

1. Hands should be clean when handling a book.

2. Care should be taken not to tear pages.

3. You should never write in someone else's book.

4. Do not bend the cover back too far to break the binding.

5. Do not throw books or put them on the ground.

6. Use a piece of paper or ribbon for a bookmark. Large or rounded items break the binding.

Reading a book is fun for a child. Many hours of enjoyment can be had with a favorite storybook. Parents can read to children, with children-each reading a page, or listen to the child read aloud. When reading for fun do not worry about small errors or force the child into a "lesson" on new words. Supply words he is unable to read or sound out, so that the story can be enjoyed and not ruined by mistakes.

You might want to see that your child has a good light and a comfortable chair when he reads. Watch to see that he holds the book a reasonable distance from his face. A good position and light while reading prevent eye strain.

Finally enjoy books yourself. Your attitude will be contagious. Aim to make your child a person who will read for pleasure as well as for information. A whole world of enjoyment and knowledge awaits inside the covers of books.

II. Selecting a Book to Read or Buy

Parents are often concerned that their children choose books too difficult or too easy to read. Your child's areas of interest are the best guide. Even if a book is quite difficult, a child will look at it for hours studying the pictures or perhaps ask you for help in knowing what the text says. Sometimes a child will choose very easy books because he enjoys reading quickly and easily for fun.

It is difficult for parents to tell the reading level of a book. The easiest method is the "Five-finger Way". As the child trys to read a random page in the book, he holds up a finger for every word missed. After "Five-fingers" he can no longer hold the book in that hand and it may be too difficult for him. For ease in pleasure reading, a child should get 99 out of 100 words.

Some books that look like they are for young children because they have lots of pictures and only a few words are really meant to be read aloud. Look at the length of the words on each page.

If you can afford it, buy your child some books that he can call his own. Ownership leads to interest. Encourage family members to give books as gifts. If you cannot afford it, the free public library provides a way of getting books to bring home second to none. Go with your child. You might find a book you'd enjoy!

THE CALDECOTT MEDAL WINNERS

"Most Distinguished American Picture Books"

1974 Duffy and the Devil - Zemach (Farrar)
1973 The Funny Little Woman - Lent (Dutton)
1972 One Fine Day - Hogrogian (Macmillan)
1971 A Story-A Story - Haley (Atheneum)
1970 Sylvester and the Magic Pebble - Steig (Windmill/Simon & Schuster)
1969 The Fool of the World and the Flying Ship - Shulevitz (Farrar)
1968 Drummer Hoff - Emberley (Prentice-Hall)
1967 Sam, Bangs, & Moonshine - Ness (Holt)
1966 Always Room For One More - Hogrogian (Holt)
1965 May I Bring a Friend? - Montresor (Atheneum)
1964 Where the Wild Things Are - Sendak (Harper)
1963 The Snowy Day - Keats (Viking)
1962 Once a Mouse - Brown (Scribner)
1961 Baboushka and the Three Kings - Sidjakov (Parnassus)
1960 Nine Days to Christmas - Ets (Viking)
1959 Chanticleer and the Fox - Cooney (Crowell)
1958 Time of Wonder - McCloskey (Viking)
1957 A Tree Is Nice - Simont (Harper)
1956 Frog Went A-Courtin' - Rojankovsky (Harcourt)
1955 Cinderella - Brown (Scribner)
1954 Madeline's Rescue - Bemelmans (Viking)
1953 The Biggest Bear - Ward (Houghton Mifflin)
1952 Finders Keepers - Mordvinoff (Harcourt)
1951 The Egg Tree - Milhous (Scribner)
1950 Song of the Swallows - Politi (Scribner)
1949 The Big Snow - Hader (Macmillan)
1948 White Snow, Bright Snow - (Duvoisin (Lothrop)
1947 The Little Island - Weisgard (Doubleday)
1946 The Rooster Crows - Petersham (Macmillan)
1945 Prayer for a Child - Jones (Macmillan)
1944 Many Moons - Slobodkin (Harcourt)
1943 The Little House - Burton (Houghton Mifflin)
1942 Make Way for Ducklings - McCloskey (Viking)
1941 They Were Strong and Good - Lawson (Viking)
1940 Abraham Lincoln - d'Aulaire (Doubleday)
1939 Mei Li - Handforth (Doubleday)
1938 Animals of the Bible - Lathrop (Lippincott)

THE NEWBERY MEDAL WINNERS

"Most Distinguished Contribution to
American Literature for Children"

1974 The Slave Dancer - Fox (Bradbury)
1973 Julie of the Wolves - George (Harper)
1972 Mrs. Frisby and the Rats of NIMH - O'Brien (Atheneum)
1971 Summer of the Swans - Byars (Viking)
1970 Sounder - Armstrong (Harper)
1969 The High King - Alexander (Holt)
1968 From the Mixed-Up Files of Mrs. Basil E. Frankweiler - Konigsburg (Atheneum)
1967 Up a Road Slowly - Hunt (Follett)
1966 I, Juan de Pareja - Trevino (Farrar)
1965 Shadow of a Bull - Wojciechowska (Atheneum)
1964 It's Like This, Cat - Neville (Harper)
1963 A Wrinkle in Time - L'Engle (Farrar)
1962 The Bronze Bow - Speare (Houghton Mifflin)
1961 Island of the Blue Dolphins - O'Dell (Houghton Mifflin)
1960 Onion John - Krumgold (Crowell)
1959 The Witch of Blackbird Pond - Speare (Houghton Mifflin)
1958 Rifles for Watie - Keith (Crowell)
1957 Miracles on Maple Hill - Sorensen (Harcourt)
1956 Carry on, Mr. Bowditch - Latham (Houghton Mifflin)
1955 The Wheel on the School - De Jong (Harper)
1954 And Now Miguel - Krumgold (Crowell)
1953 Secret of the Andes - Clark (Viking)
1952 Ginger Pye - Estes (Harcourt)
1951 Amos Fortune, Free Man - Yates (Dutton)
1950 The Door in the Wall - de Angeli (Doubleday)
1949 King of the Wind - Henry (Ran McNally)
1948 The Twenty-One Ballons - du Bois (Viking)
1947 Miss Hickory - Bailey (Viking)
1946 Strawberry Girl - Lenski (Lippincott)
1945 Rabbit Hill - Lawson (Viking)
1944 Johnny Tremain - Forbes (Houghton Mifflin)
1943 Adam of the Road - Gray (Viking)
1942 The Matchlock Gun - Edmonds (Dodd, Mead)
1941 Call it Courage - Sperry (Macmillan)
1940 Daniel Boone - Daugherty (Viking)
1939 Thimble Summer - Enright (Holt)
1938 The White Stag - Seredy (Viking)
1937 Roller Skates - Swayer (Viking)
1936 Caddie Woodlawn - Brink (Macmillan)
1935 Dobry - Shannon (Viking)
1934 Invincible Louisa - Meigs (Little, Brown)
1933 Young Fu of the Upper Yangtze - Lewis (Holt)
1932 Waterless Mountain - Armer (McKay)
1931 The Cat Who Went to Heaven - Coatsworth (Macmillan)
1930 Hitty, Her First Hundred Years - Field (Macmillan)
1929 The Trumpeter of Krakow - Kelly (Macmillan)
1928 Gay-Neck - Mukerji (Dutton)
1927 Smoky, The Cowhorse - James (Scribner)
1926 Shen of the Sea - Chrisman (Dutton)
1925 Tales from Silver Lands - Finger (Doubleday)
1924 The Dark Frigate - Howes (Little, Brown)

REFERENCE

In this final section of the P.A.S.S. Program Parent Handbook you will find some additional information related to helping your child in school.

We hope that the Handbook has been and will continue to be useful to you as you support your child in his or her school career.

Glossary Terms

antonyms - words which are the opposite in meaning (example: light and dark or up and down)

auditory discrimination - hearing likenesses and differences in sounds

comprehension - to understand, to derive meaning from a word or story

compound words - two words joined together to make one word (example: playhouse)

content areas - subject areas other than reading such as science, social studies, math, etc.

diagnosis - to pinpoint the child's strengths and weaknesses in order to plan an educational program for him or her

define - to tell the meaning of a word, sentence or story

homonyms - words which sound the same but have a different meaning (example: hear, here)

phonics - study of the sounds that letters and groups of letters make

sequence - the order of events in a story. What come first, second, last

structural analysis - analyzing parts of words like prefixes, suffixes, and roots

synonyms - words which have the same or almost the same meaning (example: wet and damp)

visual discrimination - seeing likenesses and differences (especially in letters and words)

word attack - using structural and phonics skills to figure out a word

Book Lists to Send For:

The following book lists can be ordered for a small fee. Their value is that they are updated each year and have a brief description of each book, the name of the publisher, the price, and the age level of the child for which the books are recommened.

Book List:	Addresses:
1. Adventuring with Books 75¢ 1250 titles revised every 2 years.	Nat'l Council of Teachers of English 508 S. 6th St. Champaigne, Ill. 61820
2. Best Books for Children $3.00, 4000 Approved books revised every year.	R.R. Bowler Co. 1180 Ave of the Americas N.Y., N.Y. 10036
3. A Bibliography of Books for Children $1.50 revised every 2 years	Assoc. of Childhood Education International 3615 Wisconsin N. W. Wash., D.C. 20016
4. Books for Beginning Readers by Guilfoile $1.00 300 books for 2nd grade & below	National Council of Teachers of English 508 S. 6th St. Champaigne, Ill. 61820
5. Children Books for $1.50 or Less 1000 books 756 revised every 2 years.	Assoc. for Children Education International 3615 Wisc. Ave. N.W., Wash. D.C. 20016
6. Growing Up With Books self address & 10¢ in coin Stamped envelope 250 books	R.R. Bowler Co. 1180 Ave. of the Americas N.Y., N.Y. 10036
7. Let's Read Together: Books for Family Enjoyment $1.50 750 books	Am. Lib Assoc. 50 E. Huran St. Chicago, Ill. 60611

Periodicals for Children

Grades K-3

1. Children's Playmate
   Address: Children's Playmate
   1100 Waterway Boulevard, P. O. Box 567-B, Indianapolis, In. 46206
   Subscription price: 1 yr. - $6.95

2. Jack and Jill
   Address: Jack and Jill
   1100 Waterway Boulevard, P. O. Box 567-B, Indianapolis, In. 46206
   Subscription price: 1 yr. - $6.95

3. Humpty Dumpty Magazine
   Address: Humpty Dumpty Subscription Office
   Bergenfield, New Jersey 07621
   Subscription price: 1 yr. - $6.95

4. Sesame Street Magazine
   Address: Sesame Street Magazine,
   North Road, Poughkeepsie, N. Y. 12601
   Subscription price: 1 yr. - $5.50

Grades 3-6

1. Child Life
   Address: Child Life
   1100 Waterway Blvd., P. O. Box 567-B, Indianapolis, In. 46206
   Subscription price: 1 yr. - $6.95

2. Pack-o-Fun-a Scrap -Craft Magazine
   Address: Pack-o-Fun
   Clapper Publishing Co., Inc., 14 Main St., Park Ridge, Il. 60068
   Subscription price: 1 yr. - $6.00

3. Children's Digest
   Address: Children's Digest Subscription Dept., Bergenfield, N.J. 07621
   Subscription price: 1 yr. - $6.95

4. Highlights for Children
   Address: Highlights
   2300 W. 5th Ave., Columbus, Ohio 43216
   Subscription price: 3 yrs. - $24.95

5. Electric Company Magazine
   Address: Electric Company Magazine
   North Road, Poughkeepsie, N.Y. 12601
   Subscription price: 1 yr. - $5.00

6. Ranger Rick
   Address: Ranger Rick
   National Wildlife Association, 1412 16th St., N.W., Washington, DC 20036
   Subscription price: 1 yr. - $7.00

7. Ebony Junior
   Address: Ebony Junior
   820 S. Michigan Ave., Chicago, Ill. 60603
   Subscription price: 1 yr. - $6.00

8. Cricket
   Address: Cricket
   Walnut Lane, Boulder, Colorado 80301
   Subscription price: 1 yr. - $9.00

GAMES FOR DIFFERENT SKILLS

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NAME OF GAME	SKILL	COMPANY
Hickety Pickety	Colors	Childcraft
Playskills kit	Colors	Reader's Digest
Cat and Mouse Game	Counting	Parker Brothers
3 Little Pigs	Counting	Selchov and Righter
Zig Zag Stacking Tower	Coordination	
Charades for Juniors	Comprehension	Selchov and Righter
Monopoly	Comprehension	Parker Brothers
Lottery	Comprehension	Selchov and Righter
Whodunit	Comprehension	Selchov and Righter
Risk	Comprehension	Parker Brother
Life	Comprehension	Milton Bradley
A.B.C. Lotto	Alphabet	Childcraft
Playskills Kit	Alphabet	Reader's Digest
A.B.C.	Alphabet	Selchov and Righter
Candyland	Alphabet	Parker Brothers
Winnie the Pooh	Alphabet	Parker Brothers
Playskills Kit	Matching	Readers Digest
Dominoes	Matching	
Ends and Blends	Phonics	Childcraft
Birthday Cake	Sequence	Parker Brothers
Peanut Butter and Jelly	Sequence	Parker Brothers
Let's Learn Sequence	Sequence	Childcraft
Gingerbread Man	Sequence	Selchov and Righter
Jonathan Livingston Seagull	Sequence	Mattel
Story Cards	Sequence	Milton Bradley
Concentration	Visual Discrimantion	Milton Bradley
A Picture Card Game	Visual Discrimantion	Milton Bradley
Find a Pair	Visual Discrimantion	Childcraft
Playskills Kit	Visual Discrimantion	Reader's Digest
Any and all puzzles		
Password	Vocabulary	Milton Bradley
Scrabble For Juniors	Vocabulary	Selchov and Righter
Spill and Spell	Vocabulary	Parker Brothers
Scrabble Sentences for Juniors	Vocabulary	Selchov and Righter

III. Independent Reading

As your child gets older and begins to increase in reading skills he will read more and more independently.

At this point the parents' job is not done. Children need to be given books to read, taken to the library, and encouraged to read in free time. Perhaps a time could be set up daily for parents and children to read individually yet together without T.V. or other distractions. Children can be encouraged to read the newspaper, comics, magazines, and signs.

Often children will find one topic they are interested in and read only one type of story. Parents can encourage new interests by providing books on many subjects - history, sports, space, animals etc.

At the intermediate level a child will be using reference books at school to find information about what he's studying. Some children enjoy reading and browsing through encyclopedias on their own. The teacher can lend books on science, history - whatever the interests of your child. Look at these books together. Let your child tell you tidbits of knowledge or interesting facts he learns. Be interested! Listen to what your child has to share with interest.

Suggest a hobby to your child. Finding a special interest leads to reading books on that subject. You can tantalize your child by leaving books on a topic of interest in his room or on a table in the livingroom. Even poor readers will look at pictures.

Begin to point out daily situations that call for reading. Food packages, directions to games and toys, road signs, newspapers, etc., all are read each day. A student who enjoys reading independently will be challenged by performing these necessary reading tasks for himself. Notes can be left with chores or messages for the child. Surprises can be hidden and the child is able to follow written clues to find the treasure. Games with reading involved can be played independently. Your child can read a road map for you as you drive. Some children will use their creativity to write stories, comics, posters, and so on. Many projects can be encouraged using the reading and language skills acquired at this level.

The following is a list of free materials available of possible interest to your child.

Free materials are available on request. Your child may enjoy using some of the following addresses and requesting one copy of these booklets:

"Dog Training Tips" "Basics of Cat and Kitten" "How To Raise a Happy Dog" "People Need Pets"	Pet Food Institute Address: Department T G 111 Wacker Drive Chicago, Illinois 60601
"What Every Good Dog Should Know"	Gaines P. O. Box 007 Kankakee, Illinois 60609
"Pet Care Book"	Sergent's James Y. Loving P. O. Box 6235 Richmond, VA 23230

con't.

"Let's Collect Rocks"
"Let's Collect Shells"

Shell Oil Company
50 West 50th St.
New York, NY 10020

"Bicycle Blue Book"

The Goodyear Tire and Rubber Co.
Public Relations Department
1144 East Market Street
Akron, Ohio 44316

HERE IS A LIST TO HELP YOU SELECT BOOKS
THAT YOUR PRESCHOOL AGE CHILD WILL ENJOY

Infant to Three

1. "A Child's Goodnight Book" by Margaret Wise Brown
2. "Goodnight Moon" by Margaret Wise Brown
3. "Our Neighborhood Friends" by Olivia Flourig
4. "My Teddy Bear Book" by Patsy Scarry
5. "ABC, An Alphabet Book" by Thomas Matthiesen
6. "Anybody at Home?" by H. A. Rey
7. "Baby Animals" by Garth Williams
8. "Baby Animals and Baby Farm Animals" (Golden Press)
9. "Baby's First Book" (Platt and Munk)
10. "Best Word Book Ever" by Richard Scarry
11. "The Cat in the Hat Beginner Book Dictionary" by Dr. Seuss
12. "Farm Animals" by Irma Wilde
13. "The Giant Nursery Book of Things that Go" by George Zaffo
14. "The Goodnight Book" by Eileen Rosenbaum and Peter Seymour
15. "Happy Book of ABC" by Helen Federico
16. "My Bunny Feels Soft" by Charlotte Steiner
17. "Pet Parade" by Dean Walley
18. "The Touch Me Book" by Pat Witte and Eve Witte
19. "What Do You See?" (The Hampton Publishing Co.)
20. "Zoo Parade" by Dean Walley and Edward Cunningham

Three to Six

1. "A Baby Sister for Frances" by Russell Hoban
2. "A Bargain for Frances" by Russell Hoban
3. "Be Nice to Spiders" by Margaret Bloy Graham
4. "Bedtime for Frances" by Russell Hoban
5. "Brian's Secret Errand" by Joy Lonergan
6. "The Bunny Who Found Easter" by Charlotte Zolotow
7. "The Carrot Seed" by Ruth Krauss
8. "The Dead Bird" by Margaret Wise Brown
9. "Everybody Has a House and Everybody Eats" by Mary McBurney Green
10. "Goodnight, Andrew, Goodnight, Craig" by Marjorie Sharmat
11. "The Growing Story" by Ruth Krauss
12. "Herman the Loser" by Russell Hoban
13. "Hooray for Jasper" by Betty Horvath
14. "Horton Hatches the Egg" by Dr. Seuss
15. "Horton Hears a Who" by Dr. Seuss
16. "I'm Going to Have a Baby" by Laura Z. Hobson
17. "Let's Be Enemies" by Janice May Udry
18. "The Little Engine That Could" by Watty Piper
19. "Mommies" by Lonnie Carton
20. "The Monkey and the Crocodile" by Paul Goldone
21. "My Book About Me: By Me, Myself" by Dr Seuss
22. "My Father Can Fix Anything" by Mabel Watts
23. "Nobody's Cat" by Miska Miles
24. "Play With Me" by Marie Hall Ets
25. "The Rotten Book" by Mary Rodgers
26. "The Sorely Trying Day" by Russell Hoban
27. "Staying Home Alone on a Rainy Day" by Chihiro Iwasaki
28. "The Story About Ping" by Marjorie Flack
29. "Umbrella" by Taro Yashima

30. "A Very Special House" by Maurice Sendak
31. "What Girls Can Be" by Dean Walley
32. "What's Good for a Five-Year-Old?" by William Cole
33. "When I Grow Up" by Lois Lenski
34. "Apricot ABC" by Miska Miles
35. "The Baby Animal Dress-Up" by Peggy Cloth Books
36. "The Big Book of Boats and Ships" by George J. Zaffo
37. "The Big Book of Fire Engines" by George J. Zaffo
38. "The Big Book of Real Building and Wrecking Machines" by George J. Zaffo
39. "The Clean Brook" by Margaret Farrington Bartlett
40. "Colors" by John J. Reiss
41. "Days I Like" by John Hawkinson and Lucy Hawkinson
42. "Going Barefoot" by Aileen Fisher
43. "H is a Hippopotamus" by Mariam Schlein and Leonard Kessler
44. "A Kiss is Round" by Blossom Budney
45. "One Morning in Maine" by Robert McCloskey
46. "Rabbit Hill" by Robert Lawson
47. "The Snowy Day" by Jack Ezra Keats
48. "Spectacles" by Ellen Raskin
49. "Water, Where It Comes From and Where It Goes" by Ira Freeman and Sean Morrison
50. "Where Does Everyone Go?" by Aileen Fisher
51. "And to Think That I Saw It on Mulberry Street" by Dr. Seuss
52. "Bartholomew and the Oobleck" by Dr. Seuss
53. "Best Mother Goose Ever" by Richard Scarry
54. "Caps for Sale" by Esphyr Slobodkina
55. "The Cat In The Hat" by Dr. Seuss
56. "The Cat In The Hat Comes Back" by Dr. Seuss
57. "Curious George" by Hans A. Rey
58. "Dr. Seuss's ABC" by Dr. Seuss
59. "Frog Went A-Courtin'" by John Langstaff
60. "If I Ran the Circus" by Dr. Seuss
61. "If I Ran the Zoo" by Dr. Seuss
62. "Millions and Millions" by Louis Slobodkin
63. "Pop Corn and Ma Goodness" by Edna Mitchell Preston
64. "SHHhhh....BANG" by Margaret Wise Brown
65. "The Sleepy Little Lion" by Margaret Wise Brown
66. "Sylvester and the Magic Pebble" by William Steig
67. "Thidwick the Big Hearted Moose" by Dr. Seuss
68. "Timothy Turtle" by Al Graham
69. "What Do You Say Dear?" by Sesyle Joslin
70. "Where the Wild Things Are" by Maurice Sendak

TITLE	AUTHOR	READING LEVEL	INTEREST LEVEL
Bucky Button	McCall	Primer & 1st Grade	1-5
Cowboy Sam	Chandler	"	1-9
Angus and the Cat	Flack	"	1-6
We Live on a Farm	Horn & Wickey	"	1-6
We Live in a City	Horn & Wickey	"	1-5
The Carrot Seed	Krauss	"	1-4
Tiny Toosey's Birthday	La Rue	"	1-4
Elsie Elephant	Gates	"	1-5
In Came Pinky	Gates	"	1-5
Mr. Joey and Mr. Pig	Gates	"	1-5
Rusty Wants a Dog	Gates	"	1-6
The Animal Parade	Gates	"	1-6
The Painted Calf	Gates	"	1-5
The Surprise Box	Gates	"	1-6
Three Little Elephants	Gates	"	1-6
Toby	Gates	"	1-5
Two Boys and a Tree	Gates	"	1-5
The Little Auto	Lenski	"	1-4
I Know a Story	Huber,etc.	"	1-4
The Steam Shovel That Wouldn't Eat Dirt	Walters	Second Grade	2-8
Timbertoes	Aldredge	"	1-6
Don't Count Your Chicks	D'Aulaire	"	1-6
Poppy Seed Cakes	Clark	"	3-6
Animal Stories	Dolch	"	2-9
Circus Stories	Dolch	"	2-6
Dog Stories	Dolch	"	2-9
Elephant Stories	Dolch	"	2-6
Folk Stories	Dolch	"	2-4
Pueblo Stories	Dolch	"	2-6
Tepee Stories	Dolch	"	2-6
Wigwam Stories	Dolch	"	2-6
Making New Friends	Horn & Shields	"	2-5
The Christmas Bunny	Will	"	2-6
Two Is a Team	Beim	"	2-6
The Little House	Burton	"	2-8
Animals Are Fun	Gates	"	2-5
Animals Work Too	Gates	"	2-6
Brownie and His Friends	Gates	"	2-5
On a Tugboat	Gates	"	2-6
Pueblo Indian Stories	Gates	"	2-6
Skippy the Monkey	Gates	"	2-6
Smoky the Crow	Gates	"	2-9
Straight Down	Lent	"	2-9
The Mighty Hunter	Hader	"	1-4
The Princess with the Dirty Face	Gates	"	2-5
Tim and the Tool Chest	Beim	"	2-7
It Happened One Day	Huber,etc	"	1-5
Have You Read	Pratt & Meighen	"	1-4
Visiting Our Neighbors	Moore & Cooke	"	2-6
Breakfast with the Clowns	Slocum	"	1-6
Little Circus Dog	Barr	"	2-5

TITLE	AUTHOR	READING LEVEL	INTEREST LEVEL
Along the Way	Hildreth	Second Grade	2-5
Buttons at the Soap Box Derby	McCall	Third Grade	3-6
Cowboy Sam and the Indians	Chandler	"	2-9
Little Wolf and the Thunder Stick	Chandler	"	3-8
My Dog Lucky	Hall	"	3-8
Five Chinese Brothers	Bishop	"	3-8
Weejack and His Neighbors	Fenton	"	3-8
What Every Young Rabbit Should Know	Denison	"	2-8
A Horse To Ride	Paull	"	3-6
Aesop's Stories	Dolch	"	2-9
Bible Stories	Dolch	"	2-9
Fairy Stories	Dolch	"	2-6
Famous Stories	Dolch	"	2-9
Far East Stories	Dolch	"	2-9
Gospel Stories	Dolch	"	2-9
Old World Stories	Dolch	"	2-9
Greek Stories	Dolch	"	2-9
The Circus Comes to Town	Hutchinson	"	2-6
Benjie and His Family	Scott	"	3-6
Eddie and the Fire Engine	Haywood	"	2-6
Judy's Baby	Scott	"	3-6
Little Boat Boy	Bothwell	"	3-8
Mr. Doodle	Scott	"	1-8
Dusty and His Friends	Black	"	2-6
Curious George	Rey	"	2-8
Curious George Takes a Job	Rey	"	1-6
Everyday Birds	Allen	"	3-8
Mike Mulligan and His Steam Shovel	Burton	"	2-6
Tammy Chipmunk and His Friends	Allen	"	3-8
The Gray-Nosed Kitten	Nichols	"	3-6
Morning Star	Butterfield	"	3-8
Red Feather's Adventures	Gifford	"	3-8
A Cat Becomes Contented	Gates	"	3-6
Billy and Blaze	Anderson	"	1-6
Blaze and the Forest Fire	Anderson	"	1-6
Blaze and the Gypsies	Anderson	"	1-6
Fun in Swimming	Frissell,etc	"	3-7
Fun with Story Friends	Theisen & Bond	"	3-6
Little Bear, the Indian Boy	Gates	"	3-6
Planes for Bob and Andy	Huber	"	3-10
Puppies for Keeps	Lathrop	"	2-6

TITLE	AUTHOR	READING LEVEL	INTEREST LEVEL
Curious George	Rey	Third Grade	2-8
Curious George Takes a Job	Rey	"	1-6
Everyday Birds	Allen	"	3-8
Mike Mulligan and His Steam Shovel	Burton	"	2-6
Tammy Chipmunk and His Friends	Allen	"	3-8
The Gray-Nosed Kitten	Nichols	"	3-6
Morning Star	Butterfield	"	3-8
Red Feather's Adventures	Gifford	"	3-8
A Cat Becomes Contented	Gates	"	3-6
Billy and Blaze	Anderson	"	1-6
Blaze and the Forest Fire	Anderson	"	1-6
Blaze and the Gypsies	Anderson	"	1-6
Fun in Swimming	Frissell,etc	"	3-7
Fun with Story Friends	Theisen & Bond	"	3-6
Little Bear, the Indian Boy	Gates	"	3-6
Planes for Bob and Andy	Huber	"	3-10
Puppies for Keeps	Lathrop	"	2-6
The Sad Prince	Gates	"	3-6
Wonderful America	Johnson	"	3-10
Country Garage	Beim	"	2-7
Eddie and Gardenia	Haywood	"	2-7
Tales from Far and Near	Terry	"	3-6
1001 Nights	Warner	"	2-8
Yellow House Mystery	Warner	"	3-9
Surprise Island	Warner	"	2-9
How Big is Big?	Schneider	"	3-8
Three Boys and a Lighthouse	Agle & Wilson	"	3-8
Chippy Chipmunk's Vacation	Sharp	"	1-5
Gulliver's Travels	Pulliam	"	3-8
Stories We Like	Pulliam	"	2-6
Whatnot Tales	Sharp & Young	"	3-8
And To Think I Saw It on Mulberry Street	Suess	"	1-6
Andy and the Lion	Dougherty	"	2-7
Buttons	Robinson	"	2-7
The Pup Himself	Dennis	"	3-6
Timothy Turtle	Graham	"	3-8
Greek and Roman Myths	Southerland & Ware	"	4-10
The Robin Hood Stories	Kottmeyer	"	3-10
Portugee Phillips and the Fighting Sioux	Anderson	"	3-8
Squanto and the Pilgrims	Anderson	"	3-10
Texas Pete	Barr	"	2-5
Enchanting Stories	Hildreth	"	1-6
Faraway Ports	Hildreth	"	1-6
Mr. Tootwhistle's Invention	Wells	"	2-8

TITLE	AUTHOR	READING LEVEL	INTEREST LEVEL
Children of the Colonies	Comfort	Fourth Grade	4-8
Children of the Wagon Wheels	Comfort	"	4-8
Robinson Crusoe for Young Folks	Nida	"	4-9
People Are Important	Evans	"	5-8
On Indian Trails with Daniel Boone	Meadowcroft	"	4-9
Riding the Pony Express	Bulla	"	3-8
Silver for General Washington	Meadowcroft	"	4-9
The Secret Valley	Bulla	"	3-8
Abraham Lincoln	Aulaire	"	4-8
Jared's Island	de Angeli	"	4-8
500 Hats of Bartholomew Cubbins	Geisel	"	3-8
Stagecoach Sam	Tousey	"	4-7
Blue Jeans	Beim	"	2-6
Here's a Penny	Haywood	"	2-6
Whiskers	Stolper	"	4-9
Mr. Popper's Penguins	Atwater	"	4-8
The Middle Sister	Mason	"	3-8
When Today Began	Angell	"	3-9
Magic Carpet	Johnson & Jacobs	"	4-8
Goldfish	Zim	"	4-9
What's Inside of Plants	Zim	"	4-9
McElligot's Pool	Geisel	"	3-8
Robert Fulton and the Steamboat	Nading	"	4-9
Chinese Children	O'Donnell, Bloss	"	4-8
East O' the Sun and West O' the Moon	Thorne	"	3-8
English Children	O'Donnell, Bloss	"	4-8
French Children	O'Donnell, Bloss	"	4-8
Italian Children	O'Donnell, Bloss	"	4-8
It Must Be Magic	Huber	"	4-8
How Your Body Works	Schneider	"	5-12
Let's Find Out	Schneider	"	4-12
David Copperfield	Moderow	"	5-10
Huckleberry Finn	Brown	"	4-9
Just Imagine	Gray	"	3-7
Lorna Doone	Jordan,etc	"	6-12
Moby Dick	Brown	"	5-12
Prince and the Pauper	Bunce	"	5-12
The Last of the Mohicans	Brown, Moderow	"	4-12
Tom Sawyer	Berglund	"	4-9
Treasure Island	Mederow	"	4-10
Nicky's Football Team	Renick	"	3-7
Pete's Home Run	Renick	"	3-7
Spinney and Spike and the B-29	Davis	"	4-8
Three Boys and the Remarkable Cow	Agle	"	3-7
Gee Whilikins	Sharp	"	3-8

TITLE	AUTHOR	READING LEVEL	INTEREST LEVEL
Kidnapped	Pulliam,etc	Fourth Grade	5-9
Rip Van Winkle and the Legend of Sleepy Hollow	Pulliam	"	6-10
The Adventures of Canolles	Hefferman,etc	"	4-12
The First Book of Automobiles	Tatham	"	4-12
The First Book of Baseball	Brewster	"	4-12
The First Book of Bugs	Williamson	"	4-12
A Tale of Two Cities	Toomey	"	7-12
Cases of Sherlock Holmes	Kottmeyer	"	4-12
Juarez, Hero of Mexico	Kottmeyer	"	6-12
Men of Iron	Kottmeyer	"	4-10
Simon Bolivar	Specking	"	7-12
The Count of Monte Cristo	Toomey	"	6-12
To Have and To Hold	Kottmeyer	"	4-12
Davy Crockett, Hero of the Alamo	Tousey	"	4-7
Bright Apple	de Angeli	Fifth Grade	4-8
Mystery of the Old Barn	Uronston	"	4-8
Giotto Tended the Sheep	Deucker	"	5-8
Joseph Haydn	Wheeler	"	5-8
Sing for America	Wheeler	"	5-8
Beach Boy	Beim	"	4-8
Burro of Barnegat Road	Goetz	"	4-8
Just Plain Maggie	Beim	"	4-8
Keystone Kids	Tunis	"	5-8
Middle Moffat	Estes	"	4-8
Rolf, an Elkhound of Norway	Johnson	"	5-8
The Hundred Dresses	Estes	"	4-8
Little House on the Prairie	Wilder	"	5-8
The Horse Called Pete	Bialk	"	3-8
Adventures with the Gods	Sellew	"	4-8
History Can Be Fun	Leaf	"	4-8
Safety Can Be Fun	Leaf	"	4-8
Strawberry Girl	Lenski	"	5-8
Story of Dr. Dolittle	Lofting	"	5-8
Grindstone Farm	Lent	"	5-8
Picture Story of Hawaii	O'Neill	"	5-8
Play with Plants	Selsam	"	4-8
Play with Trees	Selsam	"	4-8
Terry and Bunky Play Baseball	Fishel	"	4-8
Terry and Bunky Play Football	Fishel	"	4-8
Terry and Bunky Play Hockey	Fishel	"	4-8

TITLE	AUTHOR	READING LEVEL	INTEREST LEVEL
They Were Brave and Bold	Huber	Fifth Grade	4-8
The Story of Deerslayer	Beals	"	5-12
The Story of The Three Musketeers	Beals	"	5-12
The Story of Treasure Island	Beals	"	5-10
Captains Courageous	Bunce	"	6-12
Famous Mysteries	Sandrus	"	6-12
Silas Marner	Bunce	"	6-12
The Years Between	Humphreville	"	6-10
Twenty Thousand Leagues Under the Sea	Moderow	"	6-12
Abraham Lincoln	Foster	"	4-8
Aquarium Book for Boys and Girls	Morgan	"	5-8
Dr. Dolittle's Circus	Lofting	"	5-8
Hundreds and Hundreds of Pancakes	Chalmers	"	4-8
My Dog Rinty	Tarry	"	4-8
Mr. Bumps and His Monkey	DeLaMare	"	5-8

Materials that can be saved for making Learning Activities

Beads
Beans
Belts- leather, cloth, plastic
Belt Buckles
Boxes - Cardboard, candy, medecine, cigar
Packing etc.
Broom handles
Buttons - all sizes and colors
Cardboard - discarded posters
Cartons - cottage cheese, ice cream, milk, cereal
Cord
Corks
Cotton
Cloth materials - felt, silk, rayon, wool, cotton, oil, plastic etc.
Clothes pins
Elastic bands
Envelopes
Feathers - all types
Foam - insulation, plastic, styrafoam
Furs - all types
Hats
Hose - ladies nylons
Jar rings and lids
Jewelry - costume
Magazines
Marbles
Matches - wooden, used
Metal washers or bolt nuts
Nails - all kinds and sizes
Newspapers
Paints and varnishes
Paper - butcher, wrapping, art, construction,
plastic, tissue, wall, Christmas
wrapping, carton, colored, metallic
Paper clips
Paraffin
Phonograph records
Pins - straight, hair, bobby, hat, safety etc.
Pipe cleaners Plates - paper, aluminum foil
Pop bottle caps
Popsickle sticks
Razor blades
Ribbons
Rice
Rickrack
Rope
Rubber inner tubes
Sacks - paper, wax paper
Plastic, cloth
Sandpaper
Screen
Sequins and glitter

Shells - egg, peanut, walnut, sea
Socks
Spools - all sizes
Spoons - wooden, plastic
Sponges - animal, plastic
Steel wool
String
Tacks
Tin cans
Toothpicks
Wire
Wire clothes hangers
Wood scraps - all kinds and sizes
Yarns

Trips to Take With Your Child

In your neighborhood there are many exciting and fun learning opportunities for you and your child. It costs nothing to go and visit. The learning is free too - with a little help from mon and dad.

1. The Supermarket
   Learn about food, money, good nutrition, colors, shapes, weights and measures, words and sounds, etc.

2. The Post Office
   Learn about how our mail travels, what the people who work there do, what stamps cost. Look at a map of your area. Find your house. Mail yourself a letter.

3. The Gas Station
   Learn about how cars run, what the attendant's job is, what things they sell.

4. The Florist
   Learn about the kinds of flowers, the five senses: sight, smell, touch, taste, hearing. How to arrange flowers. Why we send flowers.

5. The Drugstore
   Learn about medicine, why we need it, what the pharmacist does, what they sell there.

6. The Firehouse
   Learn what the firemen do, look at the trucks, look at equipment.

7. The Police Station
   Learn what policemen do, how our cities and towns are run and what laws are for, etc.

8. The Library
   Learn about <u>everything</u>. Maybe even take a book or two home.

There are many other places to visit. Make sure every place you go, you find something for you and your child to learn together.

RECOMMENDED READINGS for PARENTS

Arbuthnot, May Hill. Children and Books. Scott Foresman and Co., 1972.

Artley, A. Sterl. Your Child Learns to Read. Scott Foresman and Co., 1953.

Bell, T. Your Child's Intellect. Olympus Publishing Co., 1973.

Chase, Mary Ellen. Recipe for a Magic Childhood. Macmillan and Co.

Dodson, F.. How to Parent. Nash Publishers, 1970.

Fenner, Phyllis. The Proof of the Pudding: What Children Read. John Day Co., 1957.

Frank, Lawrence K. and Mary. How to Help Your Child in School. Viking Press, 1950.

Gates, Doris. Helping Children Discover Books. Science Research Assoc., 1956.

Gordon, I., Grunagh, B., and Jester, E.. Child Learning Through Child Play - Learning Activities for 2 and 3 Year Olds. St. Martin, 1972.

Hymes, James L., Jr.. Before the Child Reads. Row, Peterson and Co., 1958.

Kohl, Herbert. Reading: How to. Bantam, 1974.

Larrick, Nancy. A Parent's Guide to Children's Reading. Doubleday, 1964.

McCathron, Margaret. Your Child Can Learn to Read. Grossett and Dunlap, 1955.

Monroe, Marion. Growing into Reading. Scott Foresman and Co., 1951.

Rogers, Norma. What Books and Records Should I Get for My Preschooler. International Reading, 1972.

Shakesby, Paul S. Child's Learning Guide to Joyful Play. Running Press.

Strang, Ruth. Helping Your Child Improve His Reading. E. P. Dutton and Co., 1962.

Van Atta, Frieda E. How to Help Your Child in Reading, Writing and Arithmetic. Random House, 1959.